



State of New Jersey
2015-2016

Grade Span 09-12

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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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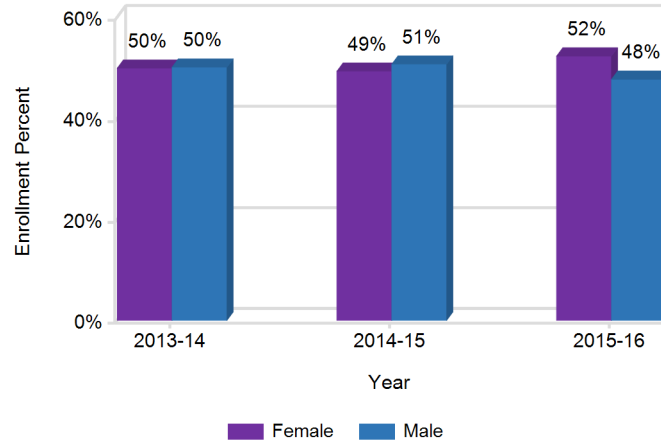
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	660	646	592
Grade 10	579	609	551
Grade 11	568	507	516
Grade 12	542	587	438
UG	162	181	149
Total	2510	2528	2246

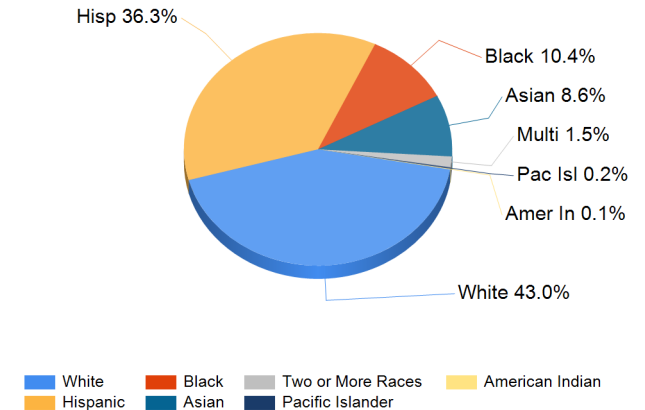
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



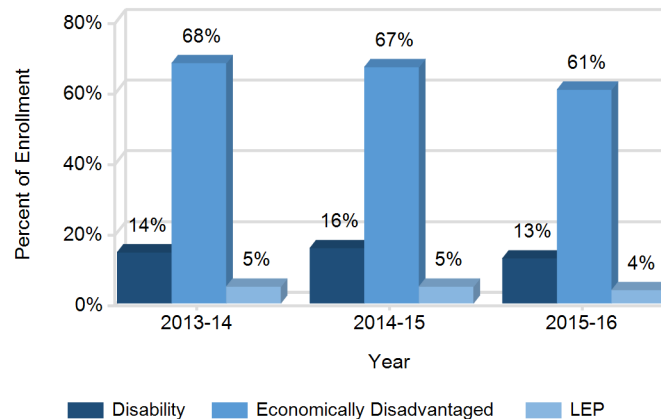
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	69.0%
Spanish	12.5%
Arabic	11.7%
Filipino	1.2%
Urdu	1.2%
Other	4.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	51%	S	70
Mathematics Met or Exceeded Expectations	23%	S	47

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	1110	51%	70	96%	✓	1117	23%	47	92%	✗
White	486	58%	67	96%	✓	486	28%	45	93%	✗
African American	101	41%	83	94%	✗	101	11%	59	84%	✗
Hispanic	416	42%	78	95%	✓	422	16%	47	92%	✗
American Indian	S	S	S	S		S	S	S	S	
Asian	88	65%	58	100%	✓	90	40%	27	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	140	11%	48	86%	✗	135	N	19	79%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	663	45%	89	95%	✓	670	19%	68	91%	✗



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	643	749	749	746	9%	14%	26%	40%	11%	51%	49%
White	265	753	753	754	6%	14%	22%	45%	14%	58%	58%
African American	66	744	744	729	11%	11%	38%	35%	6%	41%	30%
Hispanic	254	742	742	730	14%	15%	28%	35%	8%	43%	34%
Asian	46	764	764	774	2%	7%	22%	54%	15%	70%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	12	752	752	748	N	25%	25%	42%	8%	50%	53%
Students with Disability	74	708	708	713	45%	26%	18%	12%	N	12%	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	394	744	744	729	10%	15%	28%	40%	7%	47%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	556	748	748	740	16%	13%	21%	34%	16%	50%	44%
White	246	753	753	747	14%	11%	20%	34%	21%	55%	50%
African American	50	734	734	722	26%	16%	12%	36%	10%	46%	28%
Hispanic	200	741	741	726	16%	15%	27%	33%	10%	43%	33%
Asian	52	762	762	767	14%	6%	17%	33%	31%	64%	69%
American Indian	S	S	S	729	S	S	S	S	S	S	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	S	S	S	702	S	S	S	S	S	S	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	320	740	740	723	18%	16%	23%	34%	10%	43%	30%

■ Did Not Yet Meet Expectations
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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	553	755	755	736	9%	9%	22%	45%	16%	61%	40%
White	231	757	757	739	9%	10%	20%	44%	18%	62%	42%
African American	55	749	749	728	9%	16%	22%	38%	15%	53%	30%
Hispanic	205	751	751	732	10%	8%	24%	44%	13%	58%	37%
Asian	52	770	770	753	4%	4%	14%	58%	21%	79%	58%
American Indian	S	S	S	735	S	S	S	S	S	S	34%
Two or More Races	S	S	S	736	S	S	S	S	S	S	39%
Students with Disability	61	710	710	710	44%	23%	18%	15%	N	15%	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	312	750	750	730	11%	11%	22%	45%	12%	57%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



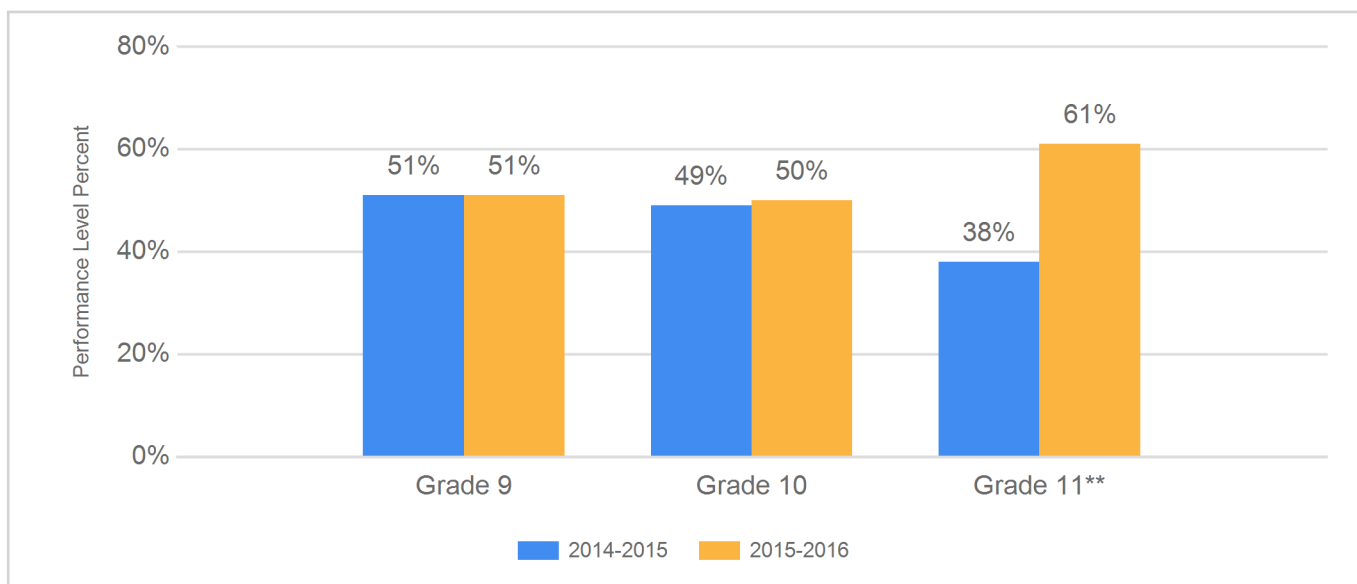
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	457	725	725	727	16%	29%	40%	15%	0%	15%	41%
White	169	730	730	734	12%	24%	44%	20%	1%	21%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	S	S	S	720	S	S	S	S	S	S	25%
Asian	22	735	735	746	14%	23%	32%	32%	N	32%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	26	714	714	707	19%	54%	15%	12%	N	12%	9%
Economically Disadvantaged Students	301	723	723	719	18%	30%	40%	12%	N	12%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	564	731	731	730	9%	32%	39%	20%	1%	21%	27%
White	242	734	734	736	6%	26%	44%	23%	1%	24%	34%
African American	52	722	722	717	14%	40%	33%	14%	N	14%	9%
Hispanic	205	726	726	720	12%	37%	37%	15%	1%	15%	13%
Asian	53	740	740	750	6%	25%	36%	26%	8%	34%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	12	733	733	730	N	42%	25%	33%	N	33%	29%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	25	716	716	710	16%	48%	24%	12%	N	12%	6%
Economically Disadvantaged Students	326	729	729	719	12%	32%	36%	19%	2%	21%	12%

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	690	724	724	722	26%	25%	26%	21%	2%	23%	27%
White	306	729	729	728	24%	20%	26%	27%	3%	30%	31%
African American	57	709	709	700	40%	25%	23%	12%	N	12%	8%
Hispanic	250	717	717	707	30%	30%	26%	14%	0%	15%	12%
Asian	68	737	737	754	16%	24%	29%	25%	6%	31%	60%
American Indian	S	S	S	714	S	S	S	S	S	S	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	382	720	720	705	29%	26%	27%	17%	2%	19%	11%

■ Did Not Yet Meet Expectations
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 ■ Exceeded Expectations



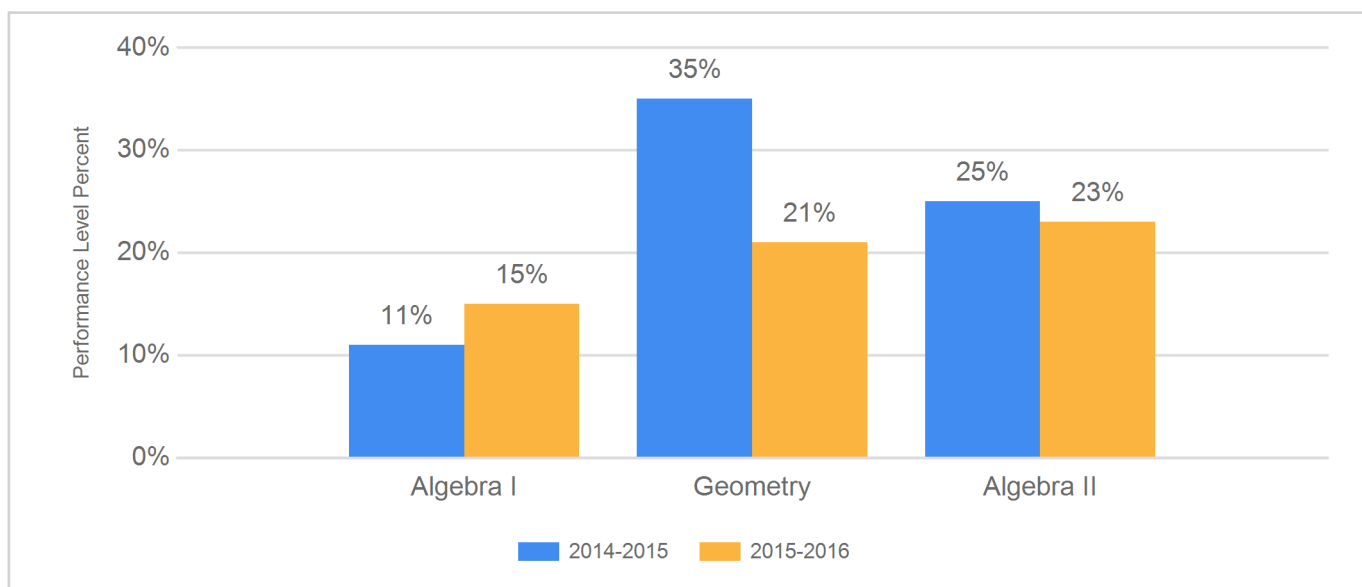
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

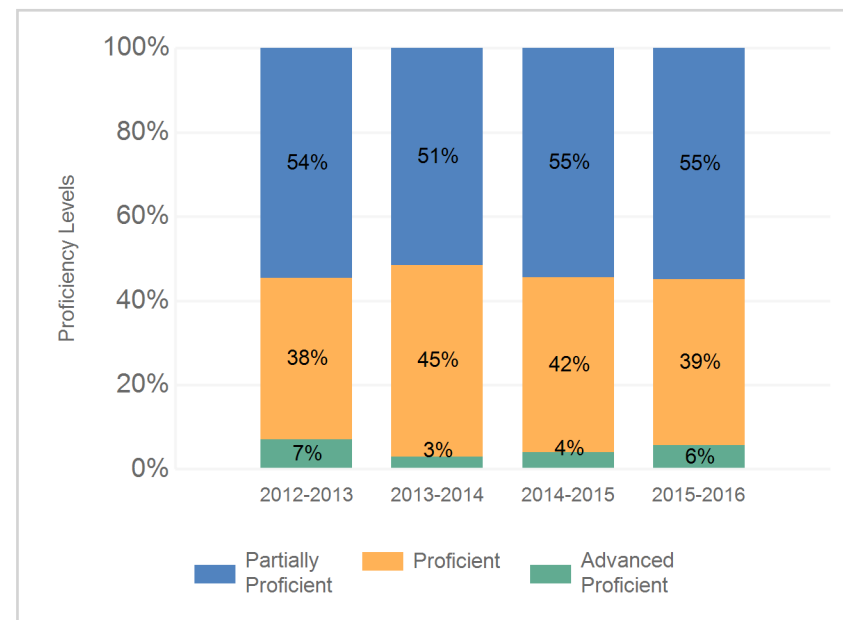
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	6%	39%	55%
White	7%	48%	45%
African American	3%	28%	69%
Hispanic	3%	34%	64%
American Indian	N	N	N
Asian	19%	45%	36%
Two or More Races	8%	42%	50%
Students with Disability	N	10%	90%
English Language Learners	N	N	100%
Economically Disadvantaged Students	5%	36%	59%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	78.6%	58.0%
Percent of Students Participating in ACT	11.2%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	60%	71%
Math	530	37%	53%
ACT	-	-	-
Reading	22	49%	58%
English	18	59%	74%
Math	22	51%	61%
Science	23	37%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	893	950
SAT	-	-
Reading and Writing	501	537
Math	500	538
ACT	-	-
Reading	22	23
English	20	22
Math	21	23
Science	21	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	970	870	800
SAT	-	-	-
Reading and Writing	570	500	440
Math	560	500	430
ACT	-	-	-
Reading	25	21	18
English	23	21	15
Math	26	22	17
Science	24	21	17

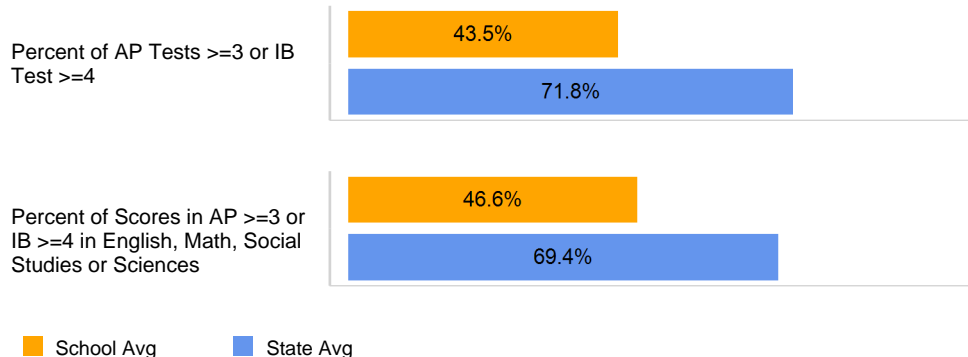


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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	24.3%	39.1%
One of More Test	21.0%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	16.9%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	28	28
AP Calculus AB	43	44
AP Calculus BC	11	10
AP Chemistry	23	23
AP Computer Science A	10	11
AP English Language and Composition	62	63
AP English Literature and Composition	42	41
AP European History	43	41
AP French Language	0	4
AP Human Geography	0	1
AP Japanese Language and Culture	0	1
AP Macroeconomics	0	22
AP Microeconomics	0	21
AP Music Theory	3	3
AP Physics 1	0	35
AP Physics 2	4	4
AP Psychology	43	43
AP Spanish Language	0	2
AP Statistics	6	5
AP Studio Art—Drawing Portfolio	3	0
AP Studio Art—General Portfolio	0	3
AP U.S. Government and Politics	7	8
AP U.S. History	116	62
Student AP Tests ≥ 3 and IB Tests ≥ 4		87



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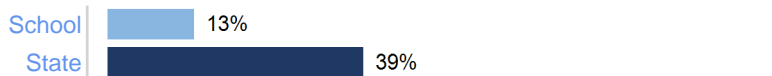
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



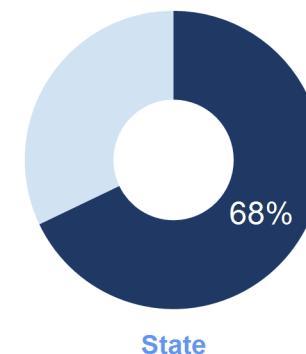
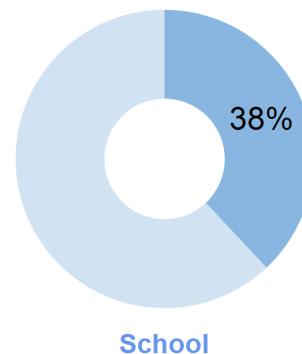
DANCE



VISUAL ARTS

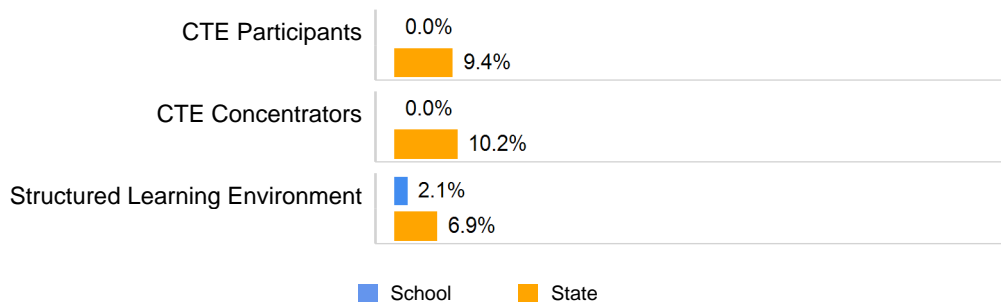


Any Visual and Performing Arts



Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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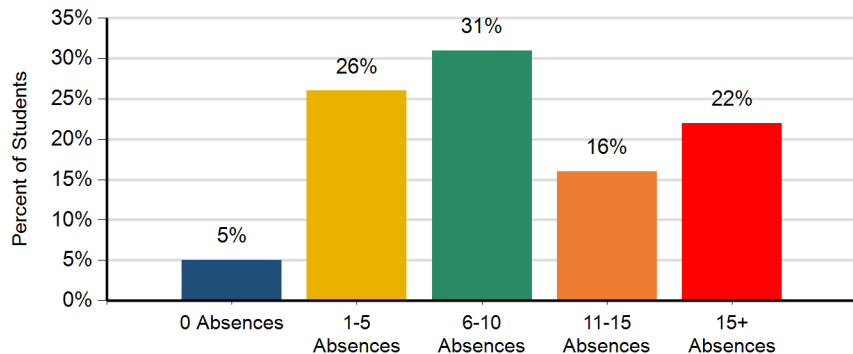
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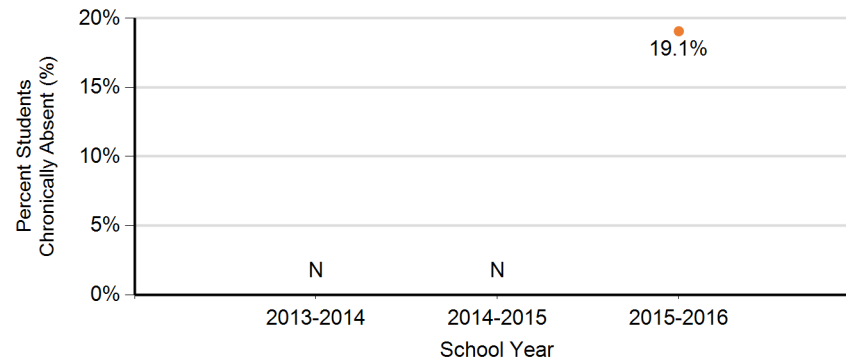
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	85.8%	22	81%
White	90.1%	23	
African American	82.9%	32	
Hispanic	79.1%	18	
American Indian	N	0	
Asian	97.5%	29	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	60.8%	8	
English Language Learners	85.5%	44	
Economically Disadvantaged Students	83.8%	35	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.4%	1.2%
White	0.6%	0.6%
African American	N	2.6%
Hispanic	0.7%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	2.1%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	0.4%	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	82%	87%
2014	82%	87%
2015	81%	84%
2016	86%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	80.0%	29.9%	70.1%
White	84.0%	21.2%	78.8%
African American	78.0%	51.3%	48.7%
Hispanic	71.3%	39.2%	60.8%
American Indian	0.0%	0.0%	0.0%
Asian	94.1%	25.0%	75.0%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	52.9%	88.9%	11.1%
English Language Learners	S	S	S
Economically Disadvantaged Students	78.8%	29.4%	70.6%



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 41 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 9 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	173:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	24.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	93%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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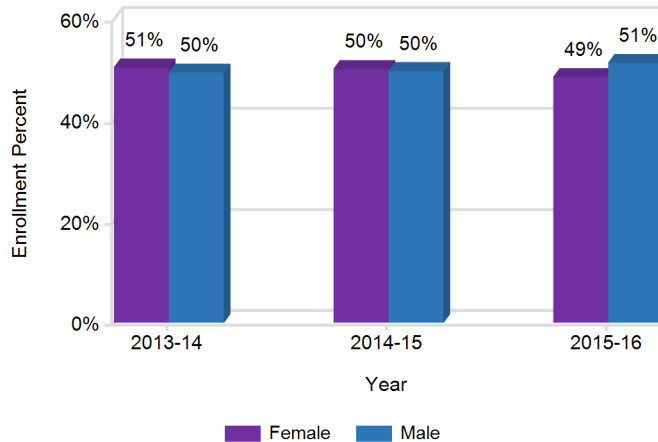
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	41	32	27
Grade KG	88	65	82
Grade 01	79	89	100
Grade 02	74	71	82
Grade 03	95	85	71
Grade 04	72	92	93
Grade 05	70	66	102
Grade 06	75	81	72
Grade 07	84	72	71
Grade 08	74	90	72
UG	0	0	0
Total	752	743	772

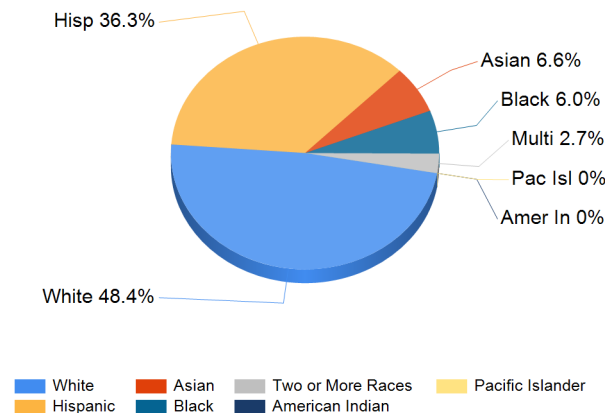
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



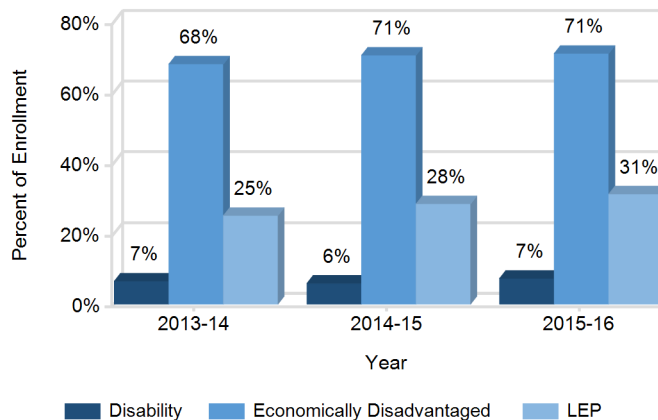
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	48.7%
Arabic	25.8%
Spanish	17.6%
Polish	1.3%
Urdu	1.2%
Other	5.1%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	45%	55	29
Mathematics Met or Exceeded Expectations	50%	91	46

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓* = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	368	45%	29	92%	X	388	50%	46	93%	X
White	190	44%	15	94%	X	193	56%	42	95%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	115	37%	35	88%	X	130	36%	46	90%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	82	9%	60	100%	✓	82	22%	59	100%	✓
Economically Disadvantaged Students	231	36%	41	91%	X	247	44%	74	94%	X



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	66	747	735	746	15%	15%	23%	39%	8%	47%	48%
White	36	747	739	756	17%	17%	19%	39%	8%	47%	58%
African American	S	S	721	727	S	S	S	S	S	S	30%
Hispanic	18	738	729	730	17%	17%	28%	33%	6%	39%	31%
Asian	S	S	762	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	756	753	S	S	S	S	S	S	55%
Students with Disability	S	S	696	718	S	S	S	S	S	S	22%
English Language Learners	18	712	714	709	44%	22%	17%	17%	N	17%	11%
Economically Disadvantaged Students	48	737	729	727	19%	17%	29%	31%	4%	35%	28%
PARCC MATH											
Schoolwide	71	761	743	749	11%	4%	20%	41%	24%	65%	52%
White	39	766	748	757	10%	5%	13%	41%	31%	72%	63%
African American	S	S	731	730	S	S	S	S	S	S	31%
Hispanic	20	746	736	736	15%	5%	30%	40%	10%	50%	35%
Asian	S	S	767	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	753	754	S	S	S	S	S	S	57%
Students with Disability	S	S	710	727	S	S	S	S	S	S	28%
English Language Learners	22	740	738	724	27%	5%	32%	23%	14%	36%	20%
Economically Disadvantaged Students	53	753	739	732	15%	4%	23%	43%	15%	59%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	80	747	744	750	14%	14%	18%	40%	15%	55%	54%
White	39	737	746	759	21%	13%	23%	39%	5%	44%	64%
African American	S	S	732	733	S	S	S	S	S	S	33%
Hispanic	26	749	738	737	8%	19%	15%	46%	12%	58%	37%
Asian	S	S	765	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	751	756	S	S	S	S	S	S	62%
Students with Disability	S	S	701	723	S	S	S	S	S	S	22%
English Language Learners	18	715	714	712	33%	22%	22%	22%	N	22%	12%
Economically Disadvantaged Students	47	740	737	734	17%	15%	23%	34%	11%	45%	33%
PARCC MATH											
Schoolwide	87	756	744	745	8%	10%	22%	48%	12%	60%	47%
White	41	755	748	752	5%	17%	20%	51%	7%	59%	57%
African American	S	S	732	727	S	S	S	S	S	S	24%
Hispanic	29	754	737	733	10%	7%	28%	38%	17%	55%	30%
Asian	11	767	765	771	9%	N	27%	46%	18%	64%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	747	750	S	S	S	S	S	S	54%
Students with Disability	S	S	711	724	S	S	S	S	S	S	22%
English Language Learners	23	730	730	720	17%	30%	26%	26%	N	26%	16%
Economically Disadvantaged Students	53	751	737	730	9%	13%	25%	45%	8%	53%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	88	739	742	751	13%	15%	35%	33%	5%	38%	53%
White	45	740	746	758	18%	11%	24%	42%	4%	47%	64%
African American	S	S	733	733	S	S	S	S	S	S	32%
Hispanic	27	732	735	738	11%	22%	44%	22%	N	22%	37%
Asian	S	S	755	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	747	759	S	S	S	S	S	S	63%
Students with Disability	S	S	703	723	S	S	S	S	S	S	20%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	47	729	736	735	19%	19%	36%	23%	2%	26%	33%
PARCC MATH											
Schoolwide	103	737	743	747	14%	22%	27%	30%	7%	37%	47%
White	50	743	747	753	10%	18%	24%	36%	12%	48%	57%
African American	S	S	731	728	S	S	S	S	S	S	24%
Hispanic	37	723	736	735	19%	35%	27%	19%	N	19%	31%
Asian	S	S	764	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	745	754	S	S	S	S	S	S	56%
Students with Disability	S	S	715	725	S	S	S	S	S	S	19%
English Language Learners	27	719	719	721	19%	44%	22%	11%	4%	15%	16%
Economically Disadvantaged Students	60	729	738	732	17%	28%	28%	23%	3%	27%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	53	741	746	750	15%	15%	32%	32%	6%	38%	52%
White	25	738	751	756	20%	16%	32%	24%	8%	32%	61%
African American	S	S	740	732	S	S	S	S	S	S	31%
Hispanic	21	739	737	738	14%	14%	33%	38%	N	38%	37%
Asian	S	S	766	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	731	755	S	S	S	S	S	S	60%
Students with Disability	S	S	704	719	S	S	S	S	S	S	15%
English Language Learners	S	S	706	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	36	732	740	735	22%	19%	33%	22%	3%	25%	33%
PARCC MATH											
Schoolwide	62	732	739	743	11%	24%	34%	31%	N	31%	43%
White	28	733	744	750	14%	25%	25%	36%	N	36%	53%
African American	S	S	728	724	S	S	S	S	S	S	20%
Hispanic	26	731	731	730	8%	27%	39%	27%	N	27%	26%
Asian	S	S	761	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	731	748	S	S	S	S	S	S	49%
Students with Disability	S	S	705	717	S	S	S	S	S	S	13%
English Language Learners	S	S	714	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	44	726	735	728	14%	32%	30%	25%	N	25%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	48	732	752	753	15%	23%	31%	27%	4%	31%	56%
White	23	718	753	760	30%	22%	22%	22%	4%	26%	65%
African American	S	S	744	733	S	S	S	S	S	S	35%
Hispanic	16	740	746	739	N	31%	44%	19%	6%	25%	41%
Asian	S	S	778	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	749	759	S	S	S	S	S	S	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	S	S	682	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	36	726	746	735	19%	22%	33%	25%	N	25%	37%
PARCC MATH											
Schoolwide	57	733	740	740	12%	23%	28%	35%	2%	37%	39%
White	26	728	743	747	12%	27%	35%	27%	N	27%	47%
African American	S	S	731	724	S	S	S	S	S	S	19%
Hispanic	21	731	733	729	14%	29%	29%	29%	N	29%	23%
Asian	S	S	762	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	744	744	S	S	S	S	S	S	44%
Students with Disability	S	S	708	713	S	S	S	S	S	S	9%
English Language Learners	S	S	706	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	45	728	736	727	16%	27%	29%	29%	N	29%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	64	738	741	753	16%	19%	25%	31%	9%	41%	55%
White	37	734	742	759	19%	19%	22%	30%	11%	41%	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	19	731	738	740	16%	26%	32%	21%	5%	26%	43%
Asian	S	S	760	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	701	715	S	S	S	S	S	S	16%
English Language Learners	S	S	694	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	45	733	735	736	20%	24%	16%	33%	7%	40%	38%
**PARCC MATH											
Schoolwide	48	730	717	726	19%	21%	31%	29%	N	29%	26%
White	25	736	723	732	12%	24%	28%	36%	N	36%	32%
African American	S	S	703	712	S	S	S	S	S	S	14%
Hispanic	19	719	716	721	26%	16%	42%	16%	N	16%	20%
Asian	S	S	726	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	695	704	S	S	S	S	S	S	8%
English Language Learners	18	718	718	704	33%	28%	22%	17%	N	17%	9%
Economically Disadvantaged Students	37	728	715	718	24%	19%	30%	27%	N	27%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



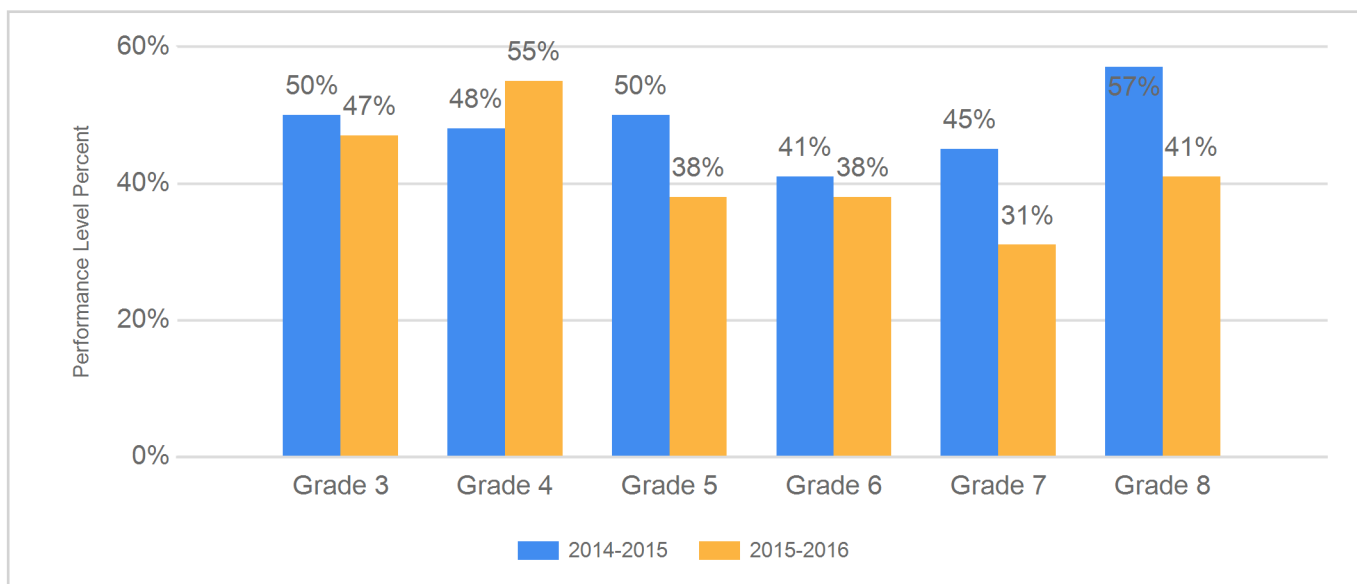
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Grade Span 4H-08

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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	21	763	762	769	N	N	19%	81%	N	81%	41%
White	13	765	764	772	N	N	15%	85%	N	85%	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	S	S	756	746	S	S	S	S	S	S	25%
Asian	S	S	773	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	13	764	760	746	N	N	15%	85%	N	85%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



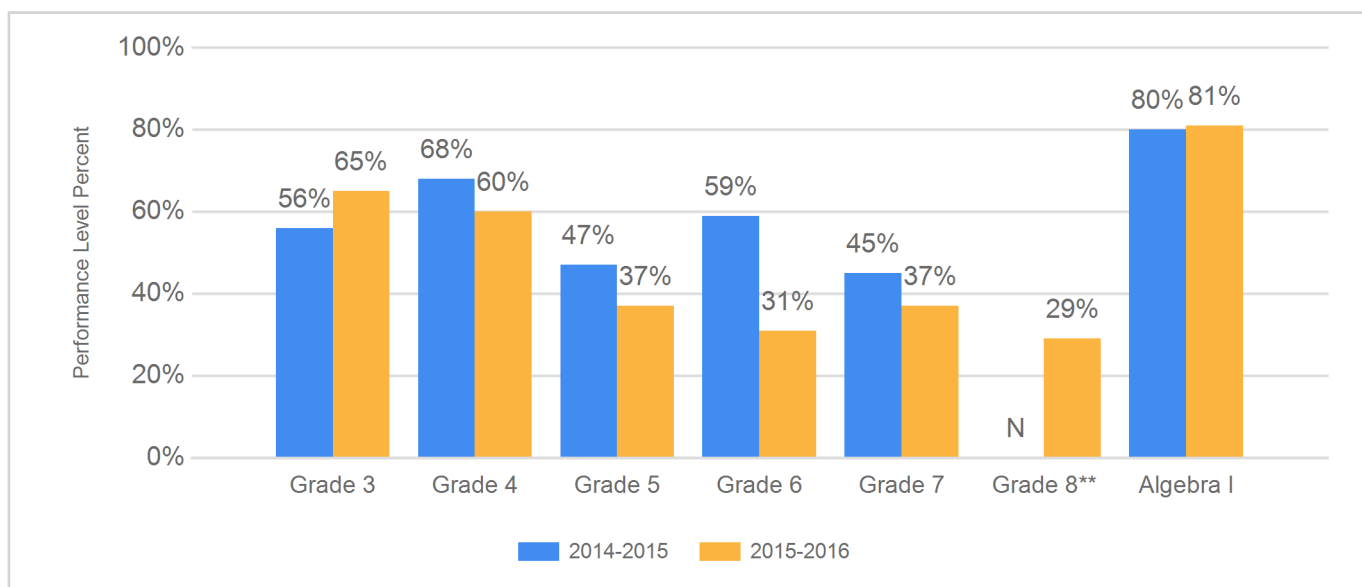
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

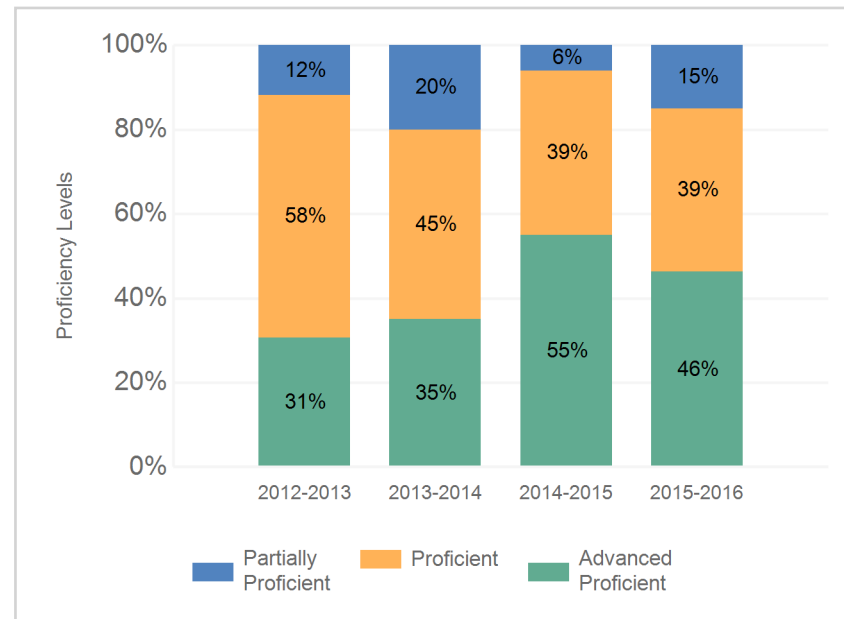
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	46%	39%	15%
White	44%	41%	15%
African American	S	S	S
Hispanic	36%	54%	11%
American Indian	N	N	N
Asian	73%	9%	18%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	36%	46%	18%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

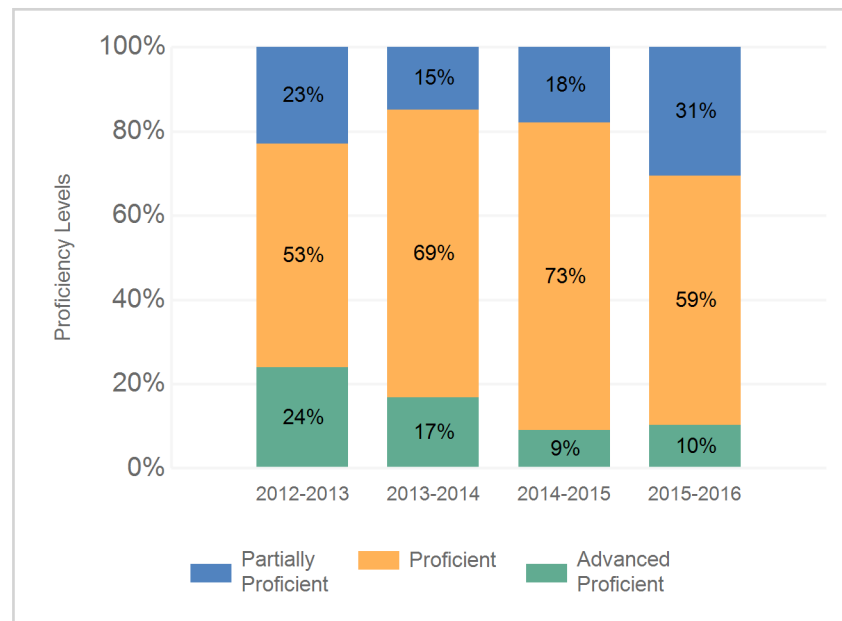
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	10%	59%	31%
White	13%	66%	22%
African American	S	S	S
Hispanic	6%	38%	56%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	N	31%	69%
English Language Learners	S	S	S
Economically Disadvantaged Students	9%	58%	33%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	63	48	50
Student Growth on Math	57	51	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	3%	0%
Partially Met (L2)	6%	3%	4%
Approached (L3)	5%	8%	14%
Met (L4)	6%	10%	24%
Exceeded (L5)	1%	4%	6%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	1%	0%
Partially Met (L2)	5%	6%	5%
Approached (L3)	9%	10%	11%
Met (L4)	7%	17%	19%
Exceeded (L5)	0%	1%	6%



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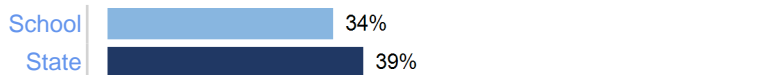
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



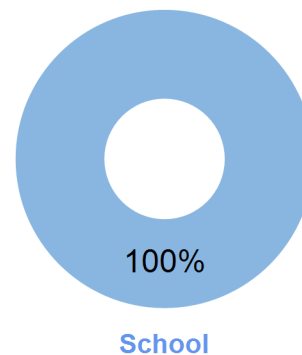
DANCE



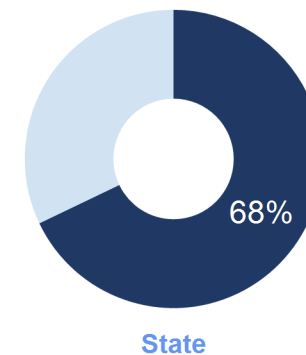
VISUAL ARTS



Any Visual and Performing Arts



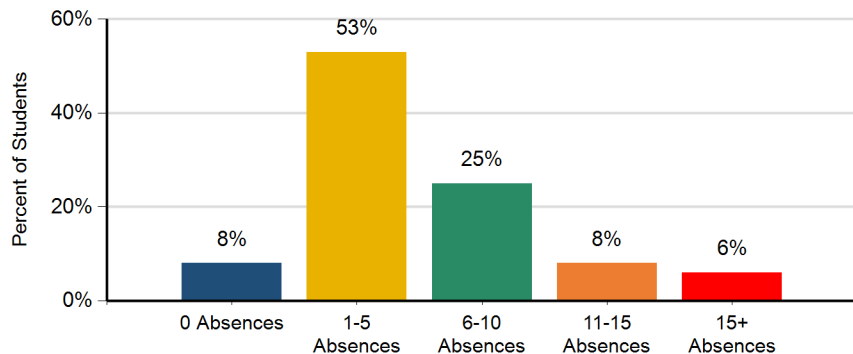
School



State

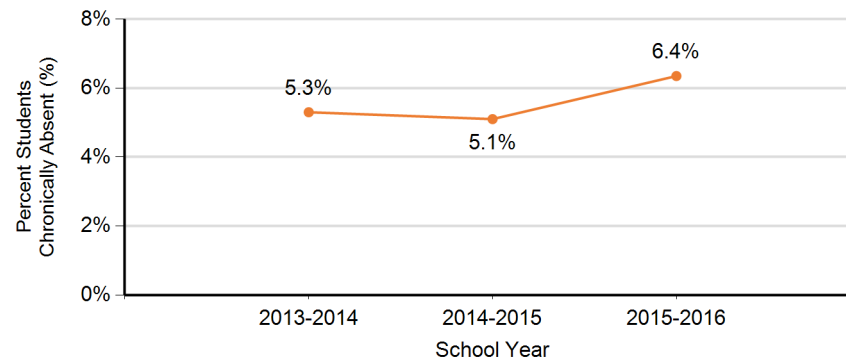
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 40 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	386:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	4.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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BAYONNE, NJ 07002

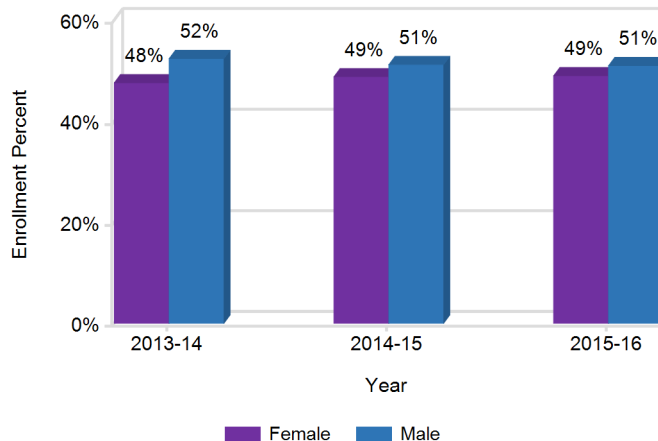
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	29	38	38
Grade KG	73	68	50
Grade 01	70	82	73
Grade 02	82	65	79
Grade 03	56	84	64
Grade 04	73	57	76
Grade 05	60	65	63
Grade 06	71	47	64
Grade 07	76	65	48
Grade 08	69	78	67
UG	24	46	55
Total	683	695	677

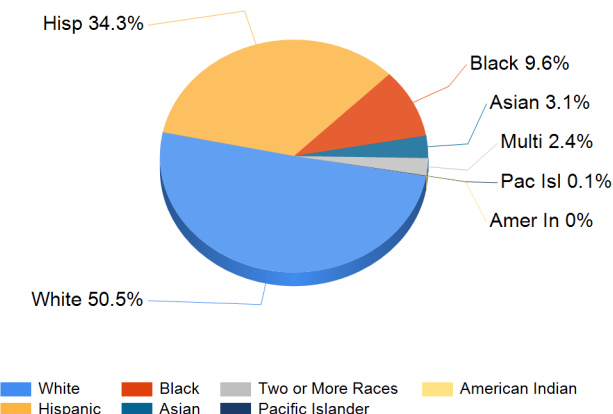
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



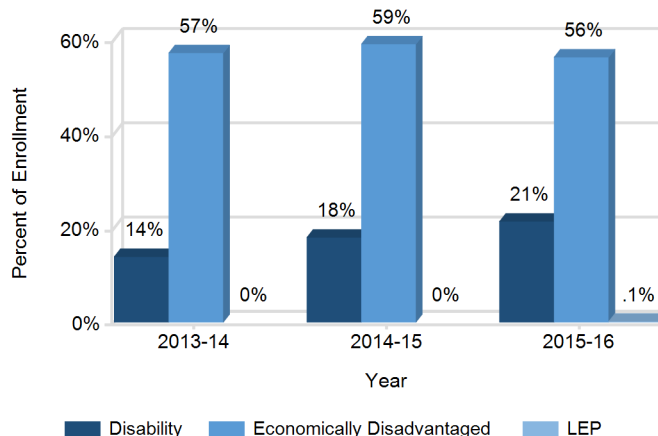
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	80.1%
Spanish	8.3%
Arabic	8.1%
Chinese	0.7%
Elamite	0.4%
Other	1.9%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	37%	9	22
Mathematics Met or Exceeded Expectations	30%	9	21

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	375	37%	22	92%	X	378	30%	21	93%	X
White	191	44%	18	91%	X	192	35%	17	91%	X
African American	37	27%	31	91%	X	37	27%	42	91%	X
Hispanic	125	26%	21	95%	√	126	22%	24	95%	√
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	81	5%	16	91%	X	81	4%	14	91%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	198	28%	31	94%	X	200	23%	33	94%	X



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	76	721	735	746	28%	17%	28%	26%	1%	28%	48%
White	30	738	739	756	13%	10%	43%	30%	3%	33%	58%
African American	11	709	721	727	36%	27%	18%	18%	N	18%	30%
Hispanic	33	709	729	730	39%	21%	12%	27%	N	27%	31%
Asian	S	S	762	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	756	753	S	S	S	S	S	S	55%
Students with Disability	S	S	696	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	43	706	729	727	42%	21%	21%	16%	N	16%	28%
PARCC MATH											
Schoolwide	76	734	743	749	17%	25%	24%	29%	5%	34%	52%
White	30	749	748	757	10%	10%	30%	40%	10%	50%	63%
African American	11	729	731	730	18%	36%	18%	27%	N	27%	31%
Hispanic	33	724	736	736	24%	30%	21%	21%	3%	24%	35%
Asian	S	S	767	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	753	754	S	S	S	S	S	S	57%
Students with Disability	S	S	710	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	43	722	739	732	26%	30%	23%	21%	N	21%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	77	741	744	750	18%	9%	23%	42%	8%	49%	54%
White	37	751	746	759	11%	8%	24%	46%	11%	57%	64%
African American	S	S	732	733	S	S	S	S	S	S	33%
Hispanic	26	732	738	737	27%	8%	27%	31%	8%	39%	37%
Asian	S	S	765	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	751	756	S	S	S	S	S	S	62%
Students with Disability	S	S	701	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	40	731	737	734	30%	10%	20%	35%	5%	40%	33%
PARCC MATH											
Schoolwide	78	741	744	745	14%	13%	31%	40%	3%	42%	47%
White	38	746	748	752	11%	11%	29%	50%	N	50%	57%
African American	S	S	732	727	S	S	S	S	S	S	24%
Hispanic	26	738	737	733	19%	12%	35%	27%	8%	35%	30%
Asian	S	S	765	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	747	750	S	S	S	S	S	S	54%
Students with Disability	S	S	711	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	40	730	737	730	25%	13%	28%	35%	N	35%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	732	742	751	15%	23%	29%	33%	N	33%	53%
White	30	735	746	758	13%	20%	23%	43%	N	43%	64%
African American	S	S	733	733	S	S	S	S	S	S	32%
Hispanic	28	730	735	738	14%	29%	32%	25%	N	25%	37%
Asian	S	S	755	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	703	723	S	S	S	S	S	S	20%
English Language Learners	S	S	701	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	43	728	736	735	14%	37%	23%	26%	N	26%	33%
PARCC MATH											
Schoolwide	69	732	743	747	6%	33%	38%	22%	1%	23%	47%
White	30	735	747	753	3%	33%	43%	20%	N	20%	57%
African American	S	S	S	728	S	S	S	S	S	S	24%
Hispanic	28	730	736	735	7%	29%	43%	21%	N	21%	31%
Asian	S	S	764	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	715	725	S	S	S	S	S	S	19%
English Language Learners	S	S	719	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	43	729	738	732	7%	37%	40%	16%	N	16%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3H-08

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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	68	726	746	750	13%	32%	35%	19%	N	19%	52%
White	38	726	751	756	11%	37%	32%	21%	N	21%	61%
African American	S	S	740	732	S	S	S	S	S	S	31%
Hispanic	25	725	737	738	16%	32%	40%	12%	N	12%	37%
Asian	S	S	766	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	704	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	33	720	740	735	24%	30%	33%	12%	N	12%	33%
PARCC MATH											
Schoolwide	S	S	739	743	S	S	S	S	S	S	43%
White	S	S	744	750	S	S	S	S	S	S	53%
African American	S	S	728	724	S	S	S	S	S	S	20%
Hispanic	S	S	731	730	S	S	S	S	S	S	26%
Asian	S	S	761	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	705	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	735	728	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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Grade Span 3H-08

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	50	749	752	753	8%	8%	30%	46%	8%	54%	56%
White	25	756	753	760	4%	4%	28%	56%	8%	64%	65%
African American	S	S	744	733	S	S	S	S	S	S	35%
Hispanic	15	737	746	739	20%	13%	20%	40%	7%	47%	41%
Asian	S	S	778	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	749	759	S	S	S	S	S	S	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	32	741	746	735	13%	13%	31%	38%	6%	44%	37%
PARCC MATH											
Schoolwide	50	732	740	740	12%	20%	38%	30%	N	30%	39%
White	25	740	743	747	8%	12%	48%	32%	N	32%	47%
African American	S	S	731	724	S	S	S	S	S	S	19%
Hispanic	15	720	733	729	27%	27%	20%	27%	N	27%	23%
Asian	S	S	762	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	744	744	S	S	S	S	S	S	44%
Students with Disability	S	S	708	713	S	S	S	S	S	S	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	32	726	736	727	19%	28%	22%	31%	N	31%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	52	739	741	753	12%	21%	23%	42%	2%	44%	55%
White	31	742	742	759	10%	19%	23%	45%	3%	48%	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	11	730	738	740	9%	36%	36%	18%	N	18%	43%
Asian	S	S	760	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	747	756	S	S	S	S	S	S	59%
Students with Disability	S	S	701	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	22	740	735	736	9%	27%	23%	36%	5%	41%	38%
**PARCC MATH											
Schoolwide	29	714	717	726	17%	45%	24%	14%	N	14%	26%
White	13	715	723	732	15%	39%	23%	23%	N	23%	32%
African American	S	S	703	712	S	S	S	S	S	S	14%
Hispanic	S	S	716	721	S	S	S	S	S	S	20%
Asian	S	S	726	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	695	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	15	710	715	718	27%	47%	13%	13%	N	13%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



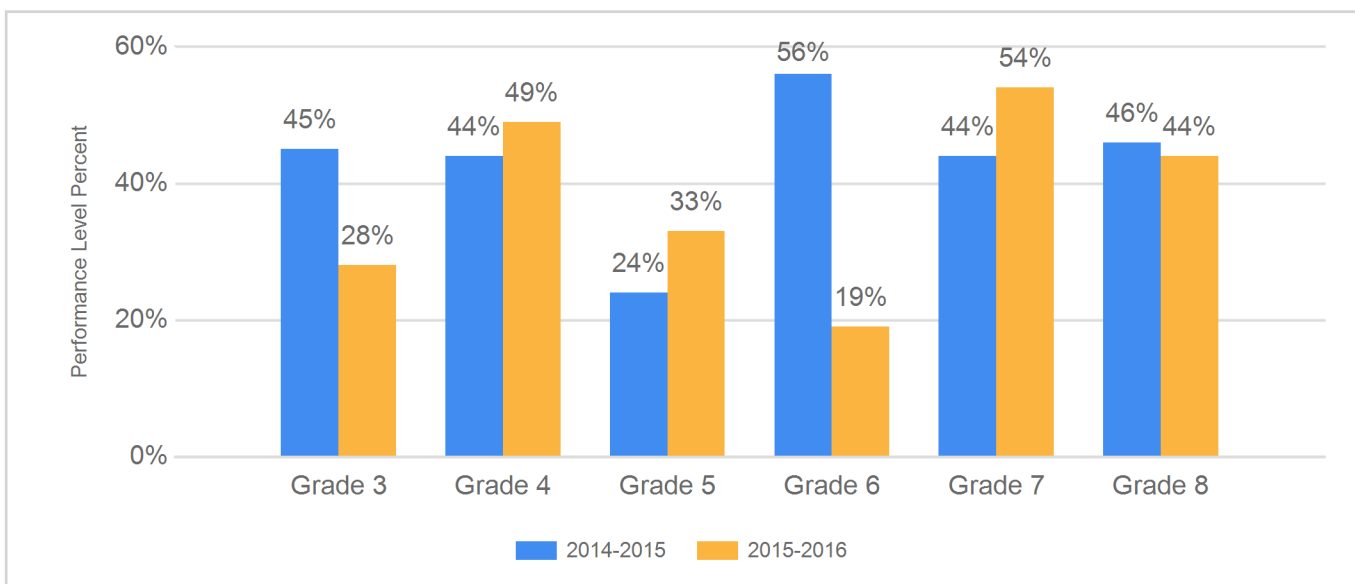
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	25	765	762	769	N	4%	20%	72%	4%	76%	41%
White	18	764	764	772	N	N	28%	67%	6%	72%	51%
African American	S	S	760	748	S	S	S	S	S	S	20%
Hispanic	S	S	756	746	S	S	S	S	S	S	25%
Asian	S	S	773	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	741	776	S	S	S	S	S	S	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	760	746	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



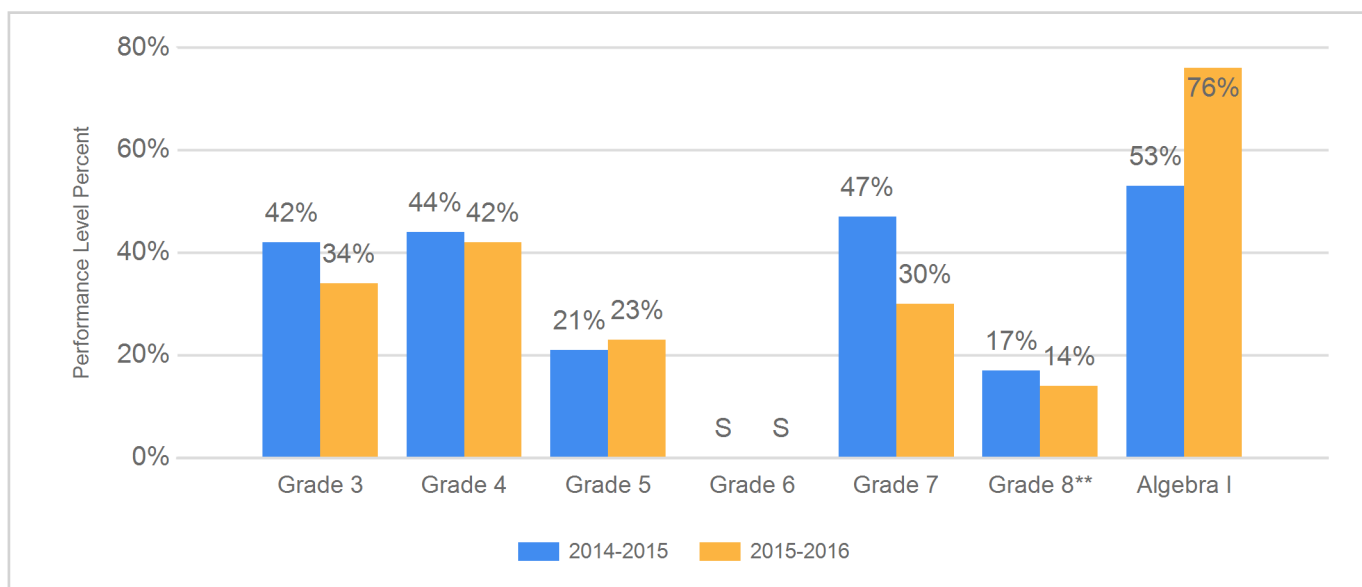
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

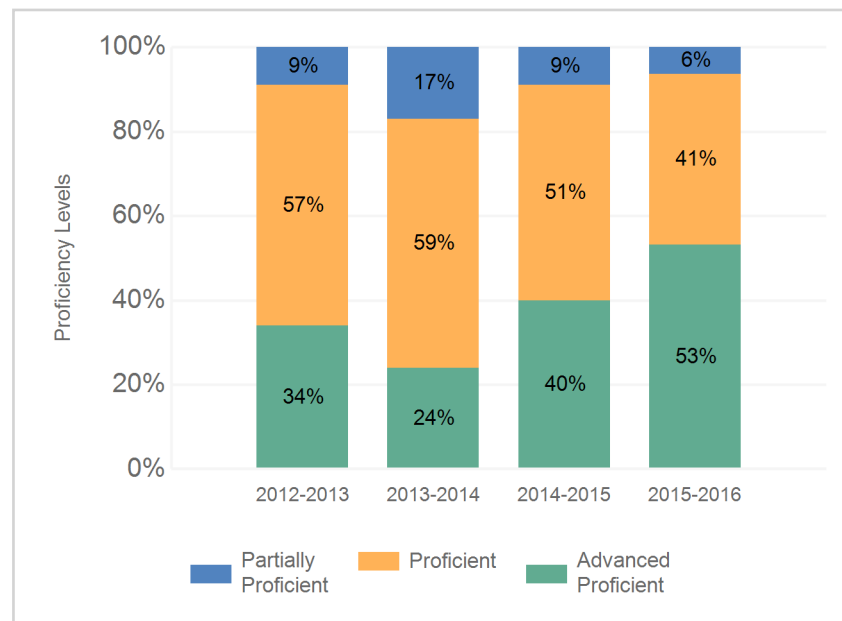
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	53%	41%	6%
White	60%	36%	5%
African American	S	S	S
Hispanic	40%	48%	12%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	18%	46%	36%
English Language Learners	N	N	N
Economically Disadvantaged Students	45%	45%	11%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

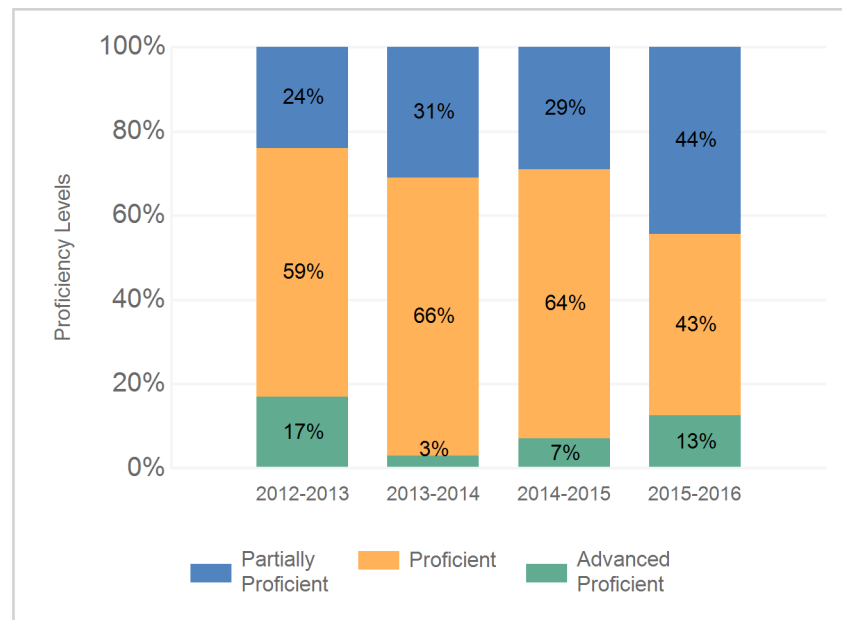
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	13%	43%	44%
White	18%	51%	31%
African American	S	S	S
Hispanic	N	24%	77%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	N	N	100%
English Language Learners	S	S	S
Economically Disadvantaged Students	11%	29%	61%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	37	48	50
Student Growth on Math	35	51	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	10%	4%	0%
Partially Met (L2)	10%	4%	2%
Approached (L3)	14%	10%	4%
Met (L4)	12%	15%	12%
Exceeded (L5)	1%	1%	2%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	11%	1%	0%
Partially Met (L2)	16%	6%	4%
Approached (L3)	14%	15%	6%
Met (L4)	9%	8%	9%
Exceeded (L5)	0%	0%	0%



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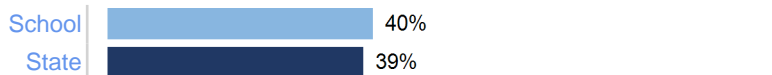
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



DANCE



VISUAL ARTS

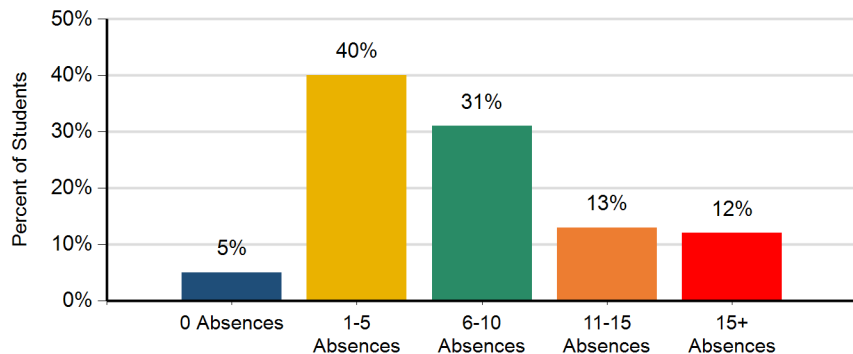


Any Visual and Performing Arts



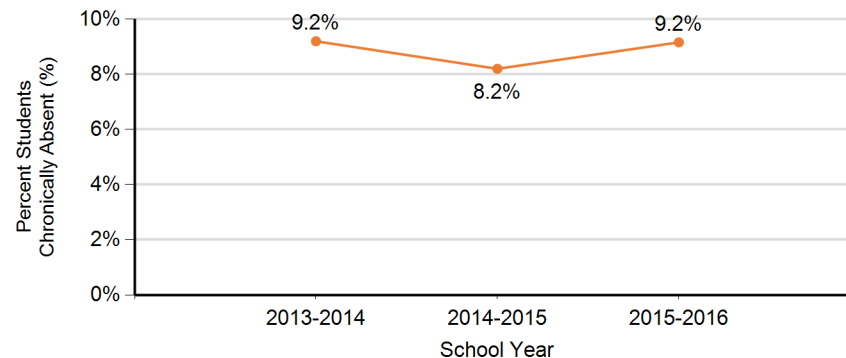
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 40 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	339:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	3.1%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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BAYONNE, NJ 07002

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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BAYONNE, NJ 07002

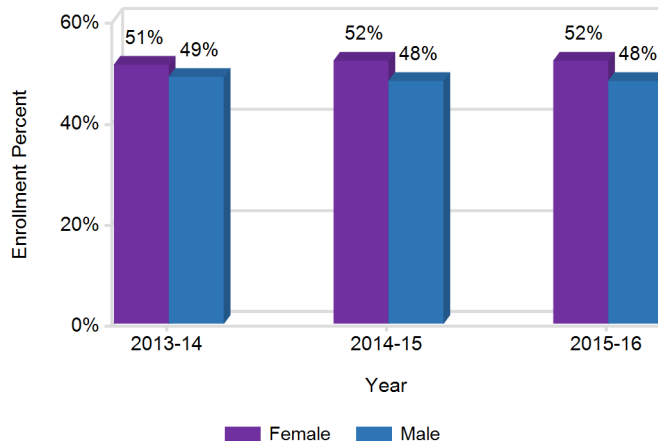
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	39	38	39
Grade KG	48	64	60
Grade 01	66	56	61
Grade 02	53	56	57
Grade 03	51	56	66
Grade 04	62	55	58
Grade 05	52	63	53
Grade 06	60	54	63
Grade 07	56	65	56
Grade 08	52	60	63
UG	55	47	47
Total	594	614	623

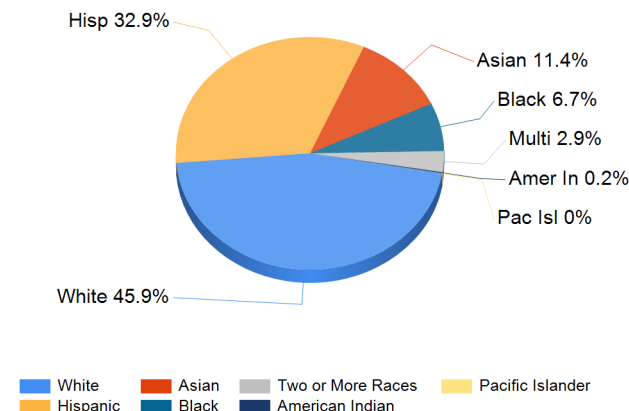
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



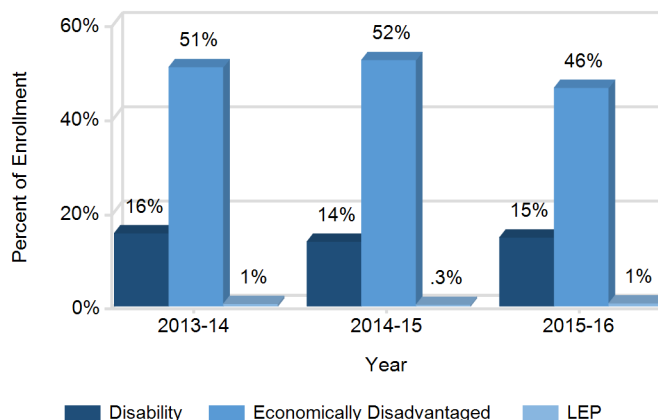
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	79.3%
Spanish	9.3%
Arabic	5.6%
Chinese	1.0%
Polish	1.0%
Other	4.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	43%	46	29
Mathematics Met or Exceeded Expectations	36%	36	29

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	385	43%	29	100%	✓	385	36%	29	100%	✓
White	184	44%	18	100%	✓	184	40%	22	100%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	129	37%	38	100%	✓	129	24%	29	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	78	5%	10	100%	✓	78	3%	8	100%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	174	25%	24	100%	✓	174	22%	31	100%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	66	734	735	746	17%	26%	18%	38%	2%	39%	48%
White	37	734	739	756	19%	27%	16%	35%	3%	38%	58%
African American	S	S	721	727	S	S	S	S	S	S	30%
Hispanic	18	728	729	730	17%	22%	33%	28%	N	28%	31%
Asian	S	S	762	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	756	753	S	S	S	S	S	S	55%
Students with Disability	S	S	696	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	29	714	729	727	28%	38%	24%	10%	N	10%	28%
PARCC MATH											
Schoolwide	66	737	743	749	9%	26%	30%	33%	2%	35%	52%
White	37	739	748	757	5%	32%	19%	41%	3%	43%	63%
African American	S	S	731	730	S	S	S	S	S	S	31%
Hispanic	18	727	736	736	17%	17%	56%	11%	N	11%	35%
Asian	S	S	767	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	753	754	S	S	S	S	S	S	57%
Students with Disability	S	S	710	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	29	723	739	732	21%	31%	31%	17%	N	17%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	59	744	744	750	5%	17%	34%	39%	5%	44%	54%
White	26	747	746	759	4%	15%	42%	27%	12%	39%	64%
African American	S	S	732	733	S	S	S	S	S	S	33%
Hispanic	19	732	738	737	11%	21%	37%	32%	N	32%	37%
Asian	S	S	765	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	751	756	S	S	S	S	S	S	62%
Students with Disability	S	S	701	723	S	S	S	S	S	S	22%
English Language Learners	S	S	714	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	28	737	737	734	4%	25%	43%	29%	N	29%	33%
PARCC MATH											
Schoolwide	59	743	744	745	2%	24%	36%	34%	5%	39%	47%
White	26	745	748	752	4%	19%	42%	27%	8%	35%	57%
African American	S	S	732	727	S	S	S	S	S	S	24%
Hispanic	19	735	737	733	N	37%	37%	26%	N	26%	30%
Asian	S	S	765	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	747	750	S	S	S	S	S	S	54%
Students with Disability	S	S	S	724	S	S	S	S	S	S	22%
English Language Learners	S	S	730	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	28	736	737	730	4%	25%	50%	18%	4%	21%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	61	735	742	751	16%	18%	28%	36%	2%	38%	53%
White	23	740	746	758	13%	17%	22%	44%	4%	48%	64%
African American	S	S	733	733	S	S	S	S	S	S	32%
Hispanic	25	741	735	738	16%	8%	28%	48%	N	48%	37%
Asian	S	S	755	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	747	759	S	S	S	S	S	S	63%
Students with Disability	S	S	703	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	31	725	736	735	26%	16%	32%	26%	N	26%	33%
PARCC MATH											
Schoolwide	61	737	743	747	5%	25%	36%	33%	2%	34%	47%
White	23	738	747	753	9%	22%	30%	35%	4%	39%	57%
African American	S	S	731	728	S	S	S	S	S	S	24%
Hispanic	25	741	736	735	N	20%	44%	36%	N	36%	31%
Asian	S	S	764	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	745	754	S	S	S	S	S	S	56%
Students with Disability	S	S	715	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	31	730	738	732	7%	36%	36%	23%	N	23%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	66	754	746	750	5%	11%	27%	49%	9%	58%	52%
White	31	756	751	756	3%	19%	19%	42%	16%	58%	61%
African American	S	S	740	732	S	S	S	S	S	S	31%
Hispanic	22	749	737	738	9%	5%	32%	50%	5%	55%	37%
Asian	S	S	766	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	731	755	S	S	S	S	S	S	60%
Students with Disability	S	S	704	719	S	S	S	S	S	S	15%
English Language Learners	S	S	706	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	31	742	740	735	7%	13%	45%	36%	N	36%	33%
PARCC MATH											
Schoolwide	66	739	739	743	2%	36%	24%	35%	3%	38%	43%
White	31	742	744	750	3%	29%	26%	42%	N	42%	53%
African American	S	S	728	724	S	S	S	S	S	S	20%
Hispanic	22	735	731	730	N	50%	18%	27%	5%	32%	26%
Asian	S	S	761	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	731	748	S	S	S	S	S	S	49%
Students with Disability	S	S	705	717	S	S	S	S	S	S	13%
English Language Learners	S	S	714	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	31	730	735	728	3%	48%	29%	16%	3%	19%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	63	744	752	753	13%	11%	27%	43%	6%	49%	56%
White	31	749	753	760	10%	16%	19%	45%	10%	55%	65%
African American	S	S	744	733	S	S	S	S	S	S	35%
Hispanic	20	731	746	739	20%	10%	40%	30%	N	30%	41%
Asian	S	S	778	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	749	759	S	S	S	S	S	S	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	S	S	682	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	31	736	746	735	23%	10%	26%	39%	3%	42%	37%
PARCC MATH											
Schoolwide	63	739	740	740	5%	27%	29%	33%	6%	40%	39%
White	31	740	743	747	3%	29%	29%	36%	3%	39%	47%
African American	S	S	731	724	S	S	S	S	S	S	19%
Hispanic	20	731	733	729	10%	30%	30%	20%	10%	30%	23%
Asian	S	S	762	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	744	744	S	S	S	S	S	S	44%
Students with Disability	S	S	708	713	S	S	S	S	S	S	9%
English Language Learners	S	S	706	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	31	738	736	727	3%	39%	19%	29%	10%	39%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	88	723	741	753	32%	11%	27%	28%	1%	30%	55%
White	44	725	742	759	30%	7%	34%	27%	2%	30%	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	30	723	738	740	37%	20%	13%	30%	N	30%	43%
Asian	S	S	760	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	701	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	36	705	735	736	53%	11%	25%	11%	N	11%	38%
**PARCC MATH											
Schoolwide	65	707	717	726	49%	22%	19%	11%	N	11%	26%
White	31	712	723	732	42%	26%	16%	16%	N	16%	32%
African American	S	S	703	712	S	S	S	S	S	S	14%
Hispanic	S	S	716	721	S	S	S	S	S	S	20%
Asian	S	S	726	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	695	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	715	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



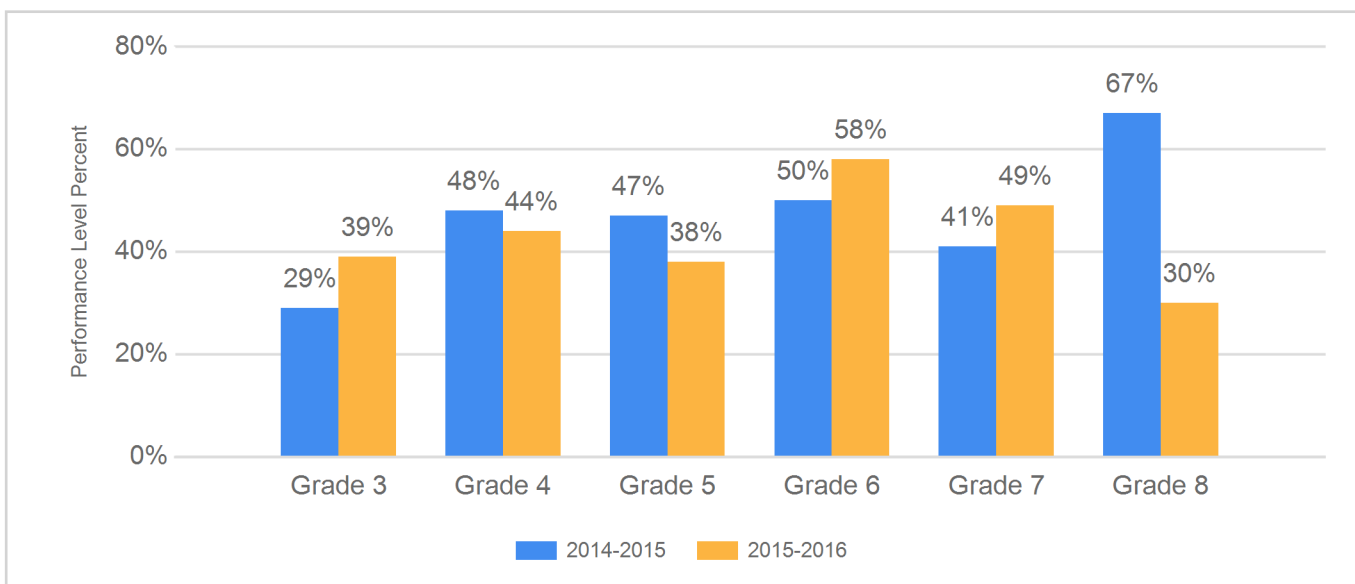
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	23	777	762	769	N	N	22%	61%	17%	78%	41%
White	13	781	764	772	N	N	15%	62%	23%	85%	51%
African American	S	S	760	748	S	S	S	S	S	S	20%
Hispanic	S	S	756	746	S	S	S	S	S	S	25%
Asian	S	S	S	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	760	746	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



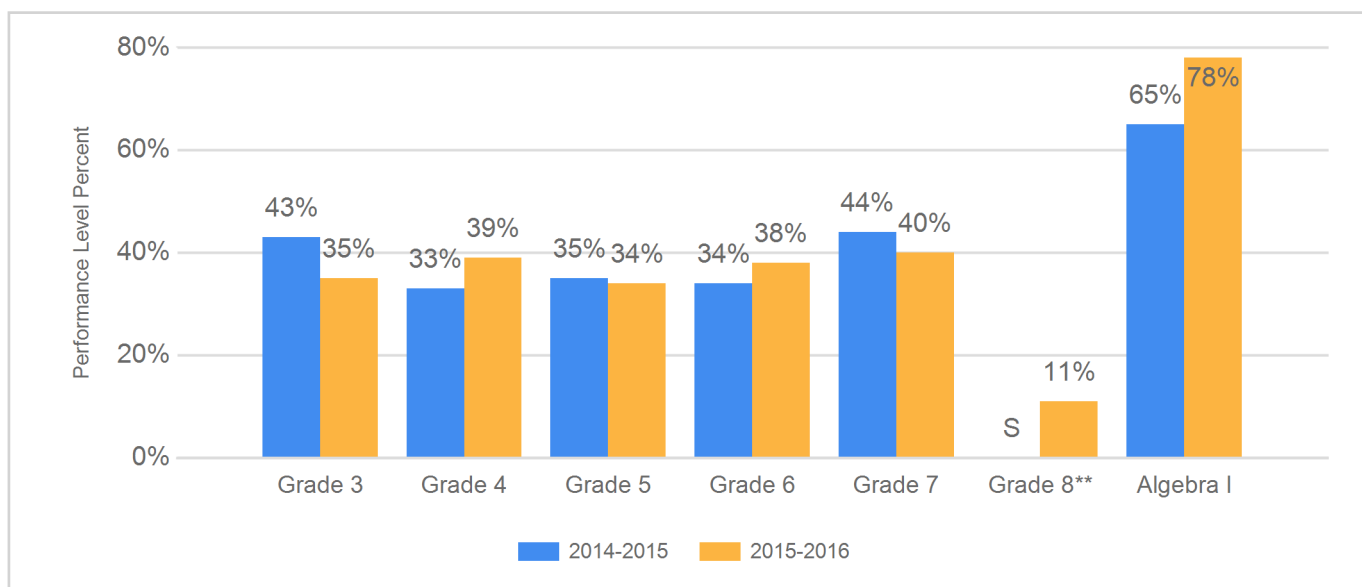
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

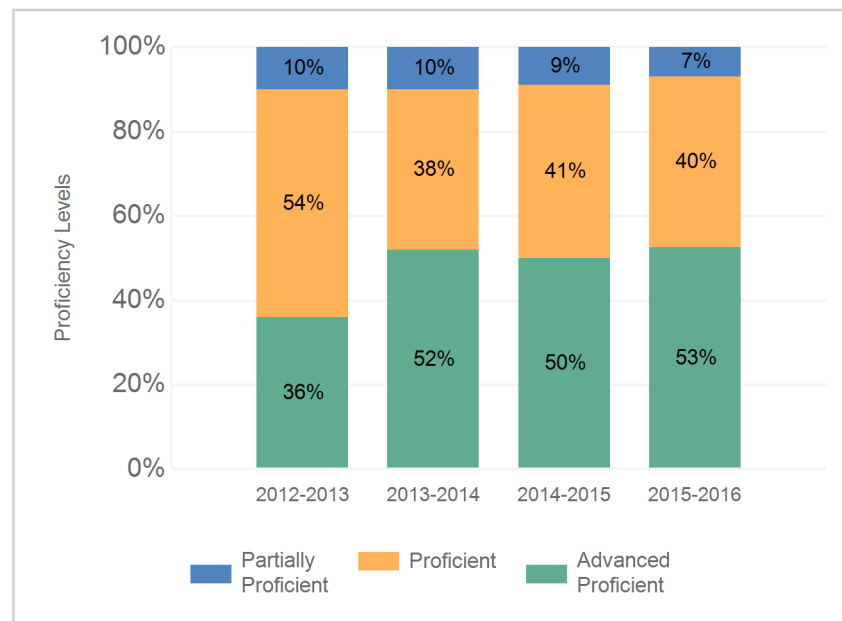
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	53%	40%	7%
White	63%	29%	8%
African American	S	S	S
Hispanic	32%	58%	11%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	32%	61%	7%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

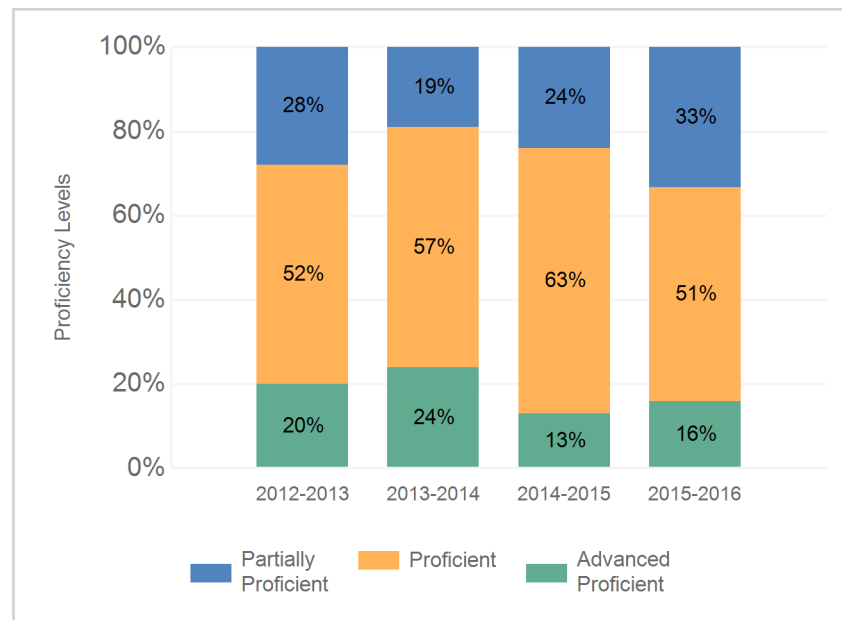
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	16%	51%	33%
White	15%	52%	33%
African American	S	S	S
Hispanic	15%	50%	35%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	7%	37%	56%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	44	48	50
Student Growth on Math	51	51	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	11%	4%	0%
Partially Met (L2)	5%	6%	1%
Approached (L3)	13%	9%	10%
Met (L4)	9%	14%	15%
Exceeded (L5)	1%	2%	2%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	8%	2%	0%
Partially Met (L2)	10%	12%	4%
Approached (L3)	7%	12%	8%
Met (L4)	5%	9%	18%
Exceeded (L5)	0%	0%	3%



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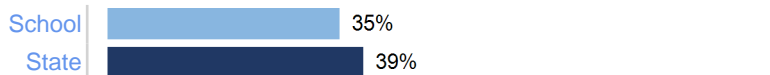
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



DANCE



VISUAL ARTS

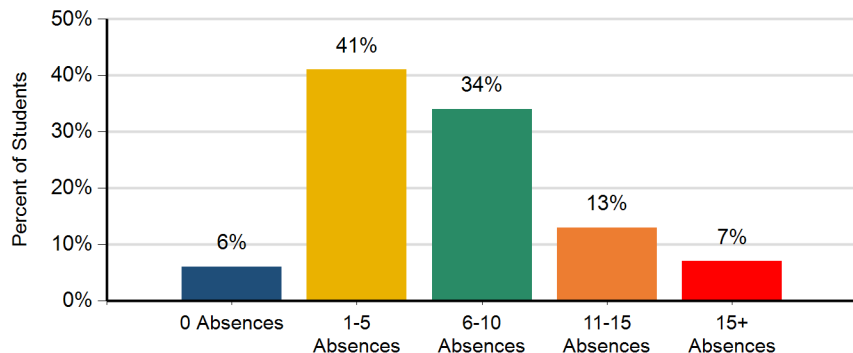


Any Visual and Performing Arts



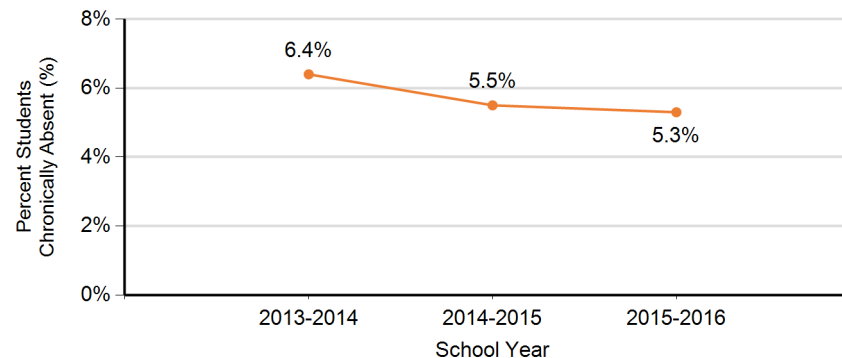
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 40 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	312:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	4.2%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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BAYONNE, NJ 07002

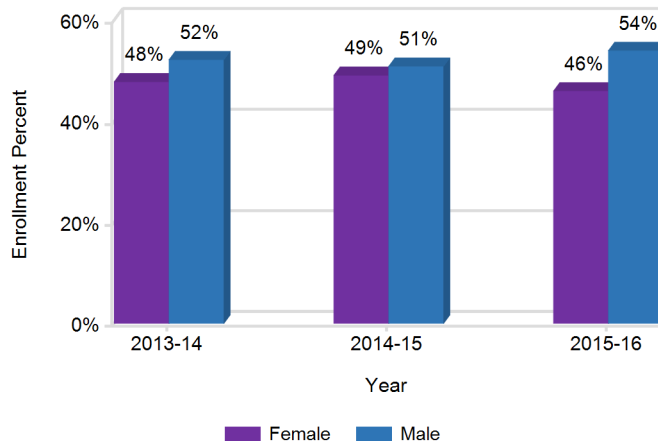
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	38	37	38
Grade KG	55	54	73
Grade 01	68	84	76
Grade 02	61	76	78
Grade 03	65	57	73
Grade 04	58	55	52
Grade 05	56	52	51
Grade 06	58	61	56
Grade 07	62	70	62
Grade 08	66	55	67
UG	57	51	54
Total	644	652	680

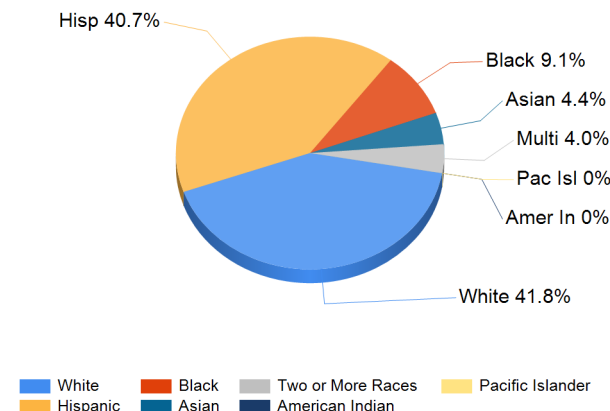
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



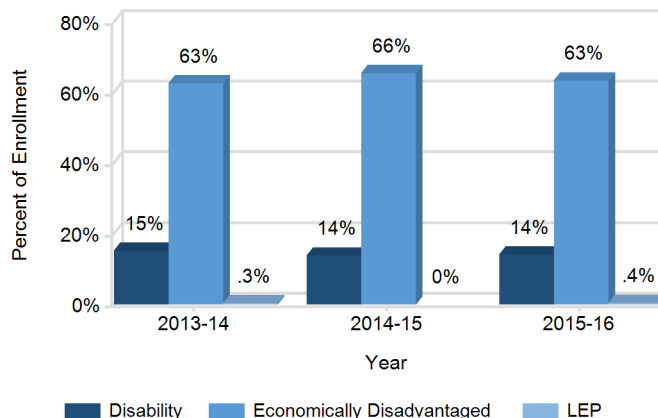
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	79.6%
Spanish	9.3%
Arabic	7.6%
Elamite	0.4%
Urdu	0.3%
Other	2.3%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	38%	18	22
Mathematics Met or Exceeded Expectations	40%	82	35

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	366	38%	22	93%	X	368	40%	35	94%	X
White	151	46%	19	90%	X	154	55%	48	91%	X
African American	35	17%	20	98%	✓	34	18%	26	98%	✓
Hispanic	151	33%	33	94%	X	151	29%	37	96%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	70	3%	11	91%	X	70	7%	24	94%	X
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	232	34%	46	94%	X	233	36%	67	95%	✓



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John M. Bailey #12
75 WEST 10TH STREET
BAYONNE, NJ 07002

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	79	741	735	746	8%	32%	24%	35%	1%	37%	48%
White	32	752	739	756	9%	19%	19%	50%	3%	53%	58%
African American	S	S	721	727	S	S	S	S	S	S	30%
Hispanic	36	733	729	730	3%	50%	22%	25%	N	25%	31%
Asian	S	S	762	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	756	753	S	S	S	S	S	S	55%
Students with Disability	S	S	696	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	49	740	729	727	10%	29%	25%	35%	2%	37%	28%
PARCC MATH											
Schoolwide	79	750	743	749	3%	11%	35%	43%	8%	51%	52%
White	33	758	748	757	3%	12%	21%	49%	15%	64%	63%
African American	S	S	731	730	S	S	S	S	S	S	31%
Hispanic	36	743	736	736	3%	11%	47%	36%	3%	39%	35%
Asian	S	S	S	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	753	754	S	S	S	S	S	S	57%
Students with Disability	S	S	710	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	49	745	739	732	4%	10%	41%	41%	4%	45%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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John M. Bailey #12

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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	57	747	744	750	16%	7%	25%	37%	16%	53%	54%
White	23	761	746	759	9%	4%	17%	48%	22%	70%	64%
African American	S	S	732	733	S	S	S	S	S	S	33%
Hispanic	22	731	738	737	23%	14%	27%	32%	5%	36%	37%
Asian	S	S	765	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	751	756	S	S	S	S	S	S	62%
Students with Disability	S	S	701	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	40	737	737	734	20%	8%	30%	35%	8%	43%	33%
PARCC MATH											
Schoolwide	59	748	744	745	10%	10%	20%	53%	7%	59%	47%
White	24	761	748	752	8%	4%	4%	67%	17%	83%	57%
African American	S	S	732	727	S	S	S	S	S	S	24%
Hispanic	23	734	737	733	13%	17%	39%	30%	N	30%	30%
Asian	S	S	765	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	747	750	S	S	S	S	S	S	54%
Students with Disability	14	708	711	724	43%	36%	7%	14%	N	14%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	42	742	737	730	12%	12%	26%	45%	5%	50%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	51	738	742	751	16%	12%	31%	41%	N	41%	53%
White	18	740	746	758	11%	17%	33%	39%	N	39%	64%
African American	S	S	733	733	S	S	S	S	S	S	32%
Hispanic	20	738	735	738	15%	10%	35%	40%	N	40%	37%
Asian	S	S	755	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	747	759	S	S	S	S	S	S	63%
Students with Disability	S	S	703	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	35	737	736	735	11%	17%	31%	40%	N	40%	33%
PARCC MATH											
Schoolwide	53	739	743	747	8%	15%	36%	38%	4%	42%	47%
White	18	744	747	753	N	17%	22%	61%	N	61%	57%
African American	S	S	731	728	S	S	S	S	S	S	24%
Hispanic	22	736	736	735	9%	18%	46%	23%	5%	27%	31%
Asian	S	S	764	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	745	754	S	S	S	S	S	S	56%
Students with Disability	S	S	715	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	37	738	738	732	11%	14%	41%	30%	5%	35%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	56	727	746	750	25%	21%	30%	16%	7%	23%	52%
White	24	740	751	756	17%	13%	38%	17%	17%	33%	61%
African American	S	S	740	732	S	S	S	S	S	S	31%
Hispanic	20	717	737	738	35%	15%	30%	20%	N	20%	37%
Asian	S	S	766	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	731	755	S	S	S	S	S	S	60%
Students with Disability	S	S	704	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	38	724	740	735	26%	21%	32%	16%	5%	21%	33%
PARCC MATH											
Schoolwide	57	728	739	743	19%	30%	23%	26%	2%	28%	43%
White	25	738	744	750	12%	24%	24%	36%	4%	40%	53%
African American	S	S	728	724	S	S	S	S	S	S	20%
Hispanic	20	724	731	730	25%	25%	25%	25%	N	25%	26%
Asian	S	S	761	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	731	748	S	S	S	S	S	S	49%
Students with Disability	S	S	705	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	38	728	735	728	18%	29%	26%	24%	3%	26%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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John M. Bailey #12

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	68	748	752	753	12%	7%	24%	46%	12%	57%	56%
White	25	756	753	760	4%	12%	20%	48%	16%	64%	65%
African American	S	S	744	733	S	S	S	S	S	S	35%
Hispanic	31	744	746	739	16%	7%	23%	45%	10%	55%	41%
Asian	S	S	778	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	41	743	746	735	20%	7%	20%	42%	12%	54%	37%
PARCC MATH											
Schoolwide	68	733	740	740	15%	18%	38%	28%	2%	29%	39%
White	25	741	743	747	4%	20%	36%	36%	4%	40%	47%
African American	S	S	731	724	S	S	S	S	S	S	19%
Hispanic	31	729	733	729	19%	23%	29%	29%	N	29%	23%
Asian	S	S	762	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	708	713	S	S	S	S	S	S	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	41	731	736	727	20%	17%	29%	34%	N	34%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 4H-08

17-0220-040
HUDSON
BAYONNE CITY
John M. Bailey #12
75 WEST 10TH STREET
BAYONNE, NJ 07002

PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	75	717	741	753	32%	28%	21%	19%	N	19%	55%
White	33	715	742	759	30%	30%	24%	15%	N	15%	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	30	723	738	740	30%	27%	17%	27%	N	27%	43%
Asian	S	S	760	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	747	756	S	S	S	S	S	S	59%
Students with Disability	S	S	701	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	47	713	735	736	32%	32%	21%	15%	N	15%	38%
**PARCC MATH											
Schoolwide	57	718	717	726	28%	30%	28%	14%	N	14%	26%
White	23	724	723	732	26%	22%	26%	26%	N	26%	32%
African American	S	S	S	712	S	S	S	S	S	S	14%
Hispanic	S	S	716	721	S	S	S	S	S	S	20%
Asian	S	S	726	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	703	726	S	S	S	S	S	S	26%
Students with Disability	S	S	695	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	38	717	715	718	29%	34%	21%	16%	N	16%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



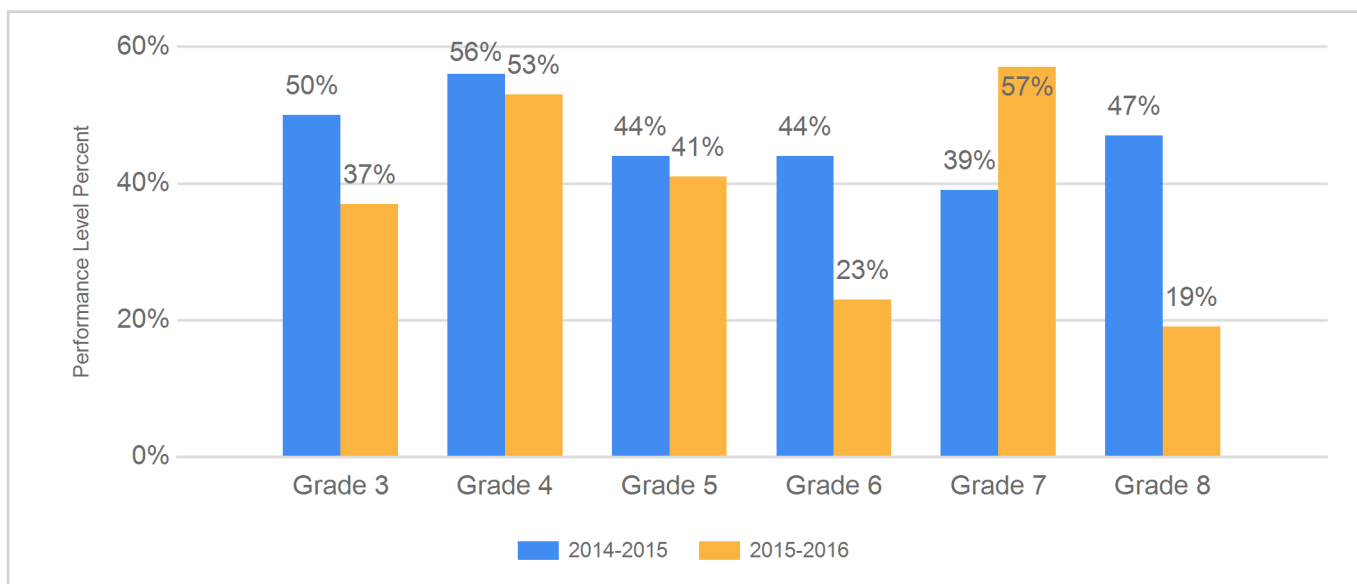
State of New Jersey
2015-2016

Grade Span 4H-08

17-0220-040
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	18	752	762	769	N	17%	22%	61%	N	61%	41%
White	S	S	764	772	S	S	S	S	S	S	51%
African American	S	S	760	748	S	S	S	S	S	S	20%
Hispanic	S	S	756	746	S	S	S	S	S	S	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	760	746	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



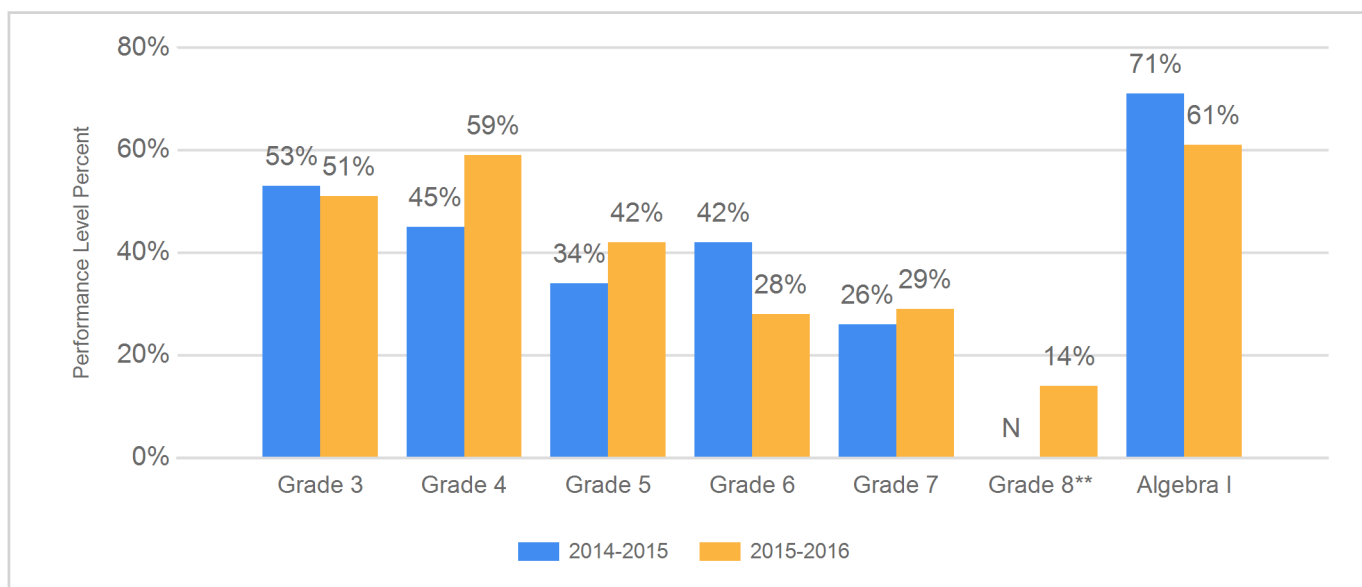
State of New Jersey
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

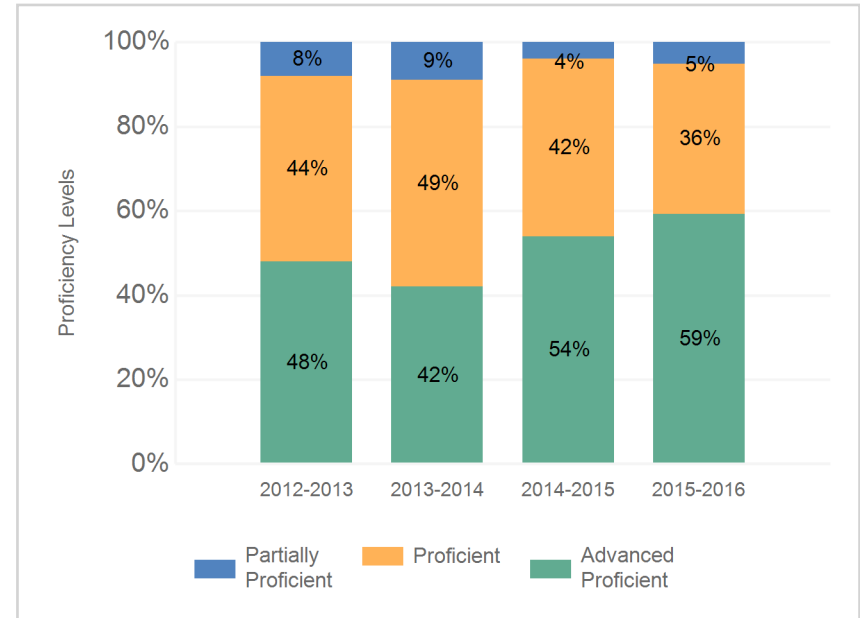
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	59%	36%	5%
White	68%	32%	N
African American	S	S	S
Hispanic	46%	46%	8%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	43%	50%	7%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

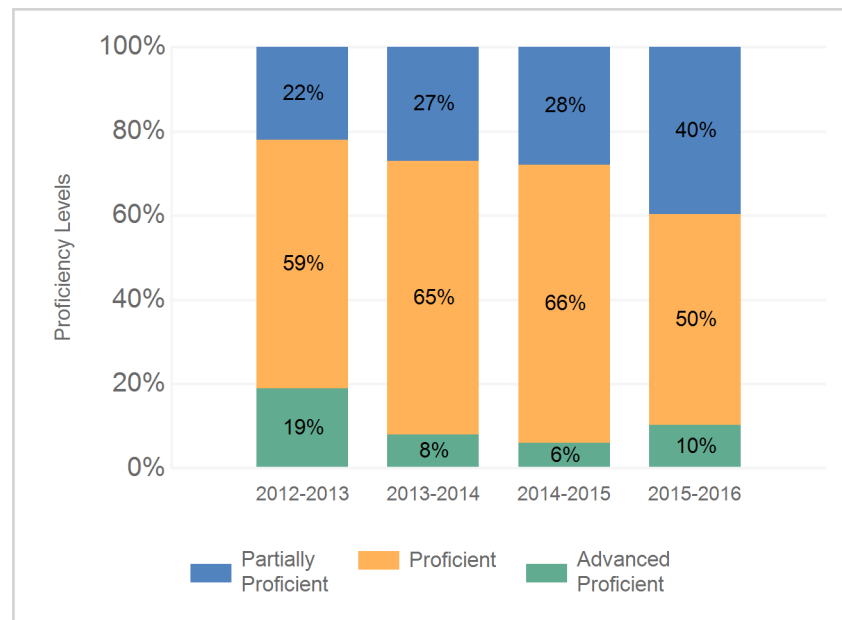
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	10%	50%	40%
White	14%	61%	25%
African American	S	S	S
Hispanic	10%	43%	47%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	2%	61%	37%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	36	48	50
Student Growth on Math	45	51	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	16%	2%	1%
Partially Met (L2)	8%	3%	0%
Approached (L3)	15%	8%	4%
Met (L4)	9%	11%	14%
Exceeded (L5)	0%	2%	6%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	12%	2%	1%
Partially Met (L2)	9%	6%	2%
Approached (L3)	10%	9%	9%
Met (L4)	8%	15%	14%
Exceeded (L5)	0%	0%	2%



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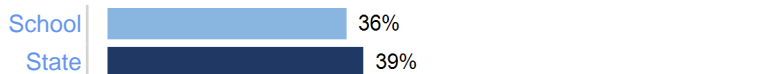
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



DANCE



VISUAL ARTS

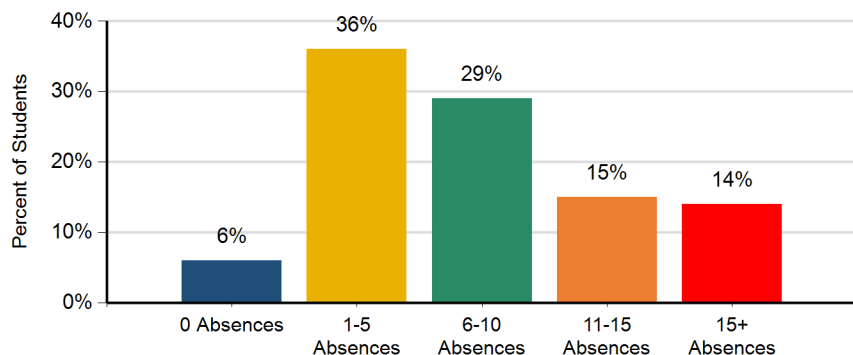


Any Visual and Performing Arts



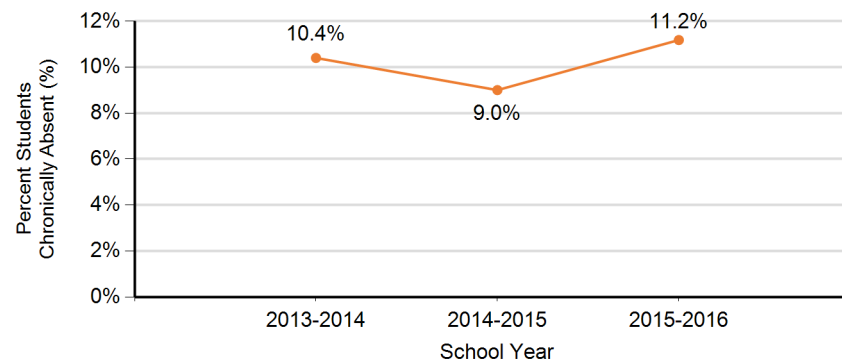
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 40 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	14:1
Administrator	340:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	5.9%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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HUDSON
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

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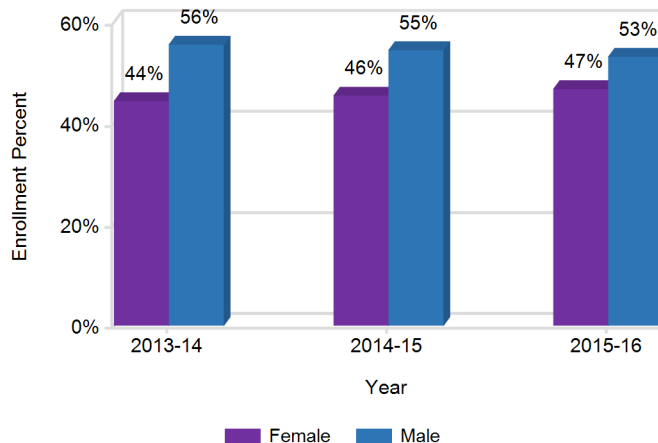
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	37	41	39
Grade KG	54	45	61
Grade 01	43	43	52
Grade 02	59	47	44
Grade 03	33	47	47
Grade 04	45	31	44
Grade 05	32	45	26
Grade 06	25	34	47
Grade 07	44	31	31
Grade 08	27	47	30
UG	67	51	36
Total	466	462	457

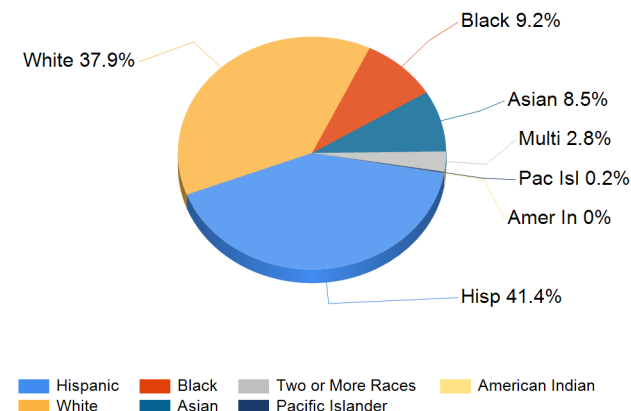
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



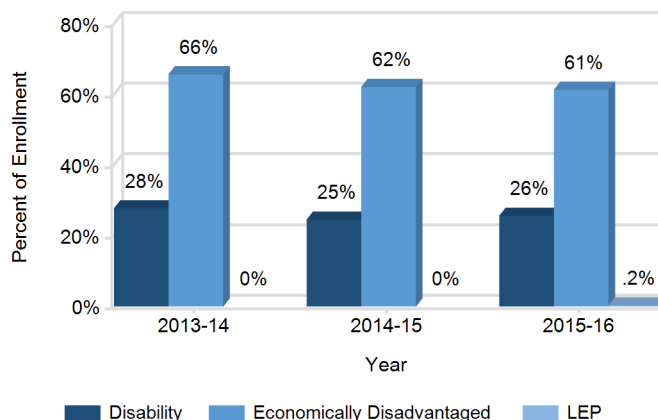
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	78.8%
Spanish	9.8%
Arabic	7.4%
Chinese	0.7%
French	0.7%
Other	2.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	54%	91	52
Mathematics Met or Exceeded Expectations	32%	18	24

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	221	54%	52	99%	✓	220	32%	24	98%	✓
White	79	63%	60	100%	✓	79	42%	27	100%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	91	47%	60	97%	✓	91	21%	21	97%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	46	30%	81	100%	✓	45	9%	27	98%	✓
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	143	48%	81	99%	✓	142	29%	48	98%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	47	755	735	746	17%	6%	17%	45%	15%	60%	48%
White	18	757	739	756	22%	N	11%	50%	17%	67%	58%
African American	S	S	721	727	S	S	S	S	S	S	30%
Hispanic	20	749	729	730	15%	15%	25%	35%	10%	45%	31%
Asian	S	S	762	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	756	753	S	S	S	S	S	S	55%
Students with Disability	12	722	696	718	42%	8%	17%	25%	8%	33%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	25	740	729	727	20%	8%	20%	48%	4%	52%	28%
PARCC MATH											
Schoolwide	46	747	743	749	7%	11%	39%	37%	7%	44%	52%
White	18	747	748	757	11%	6%	39%	39%	6%	44%	63%
African American	S	S	731	730	S	S	S	S	S	S	31%
Hispanic	20	740	736	736	5%	20%	45%	25%	5%	30%	35%
Asian	S	S	767	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	753	754	S	S	S	S	S	S	57%
Students with Disability	11	720	710	727	27%	27%	27%	18%	N	18%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	24	744	739	732	8%	13%	38%	33%	8%	42%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	44	760	744	750	2%	11%	27%	39%	21%	59%	54%
White	20	761	746	759	N	10%	25%	45%	20%	65%	64%
African American	S	S	S	733	S	S	S	S	S	S	33%
Hispanic	16	754	738	737	6%	13%	31%	38%	13%	50%	37%
Asian	S	S	765	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	701	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	24	757	737	734	4%	13%	29%	38%	17%	54%	33%
PARCC MATH											
Schoolwide	44	752	744	745	N	11%	36%	46%	7%	52%	47%
White	20	753	748	752	N	15%	25%	55%	5%	60%	57%
African American	S	S	S	727	S	S	S	S	S	S	24%
Hispanic	16	746	737	733	N	N	56%	44%	N	44%	30%
Asian	S	S	765	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	711	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	24	747	737	730	N	8%	50%	33%	8%	42%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	26	744	742	751	8%	15%	35%	42%	N	42%	53%
White	S	S	746	758	S	S	S	S	S	S	64%
African American	S	S	733	733	S	S	S	S	S	S	32%
Hispanic	13	741	735	738	15%	15%	23%	46%	N	46%	37%
Asian	S	S	755	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	703	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	19	743	736	735	11%	11%	37%	42%	N	42%	33%
PARCC MATH											
Schoolwide	26	730	743	747	8%	35%	42%	15%	N	15%	47%
White	S	S	747	753	S	S	S	S	S	S	57%
African American	S	S	731	728	S	S	S	S	S	S	24%
Hispanic	13	732	736	735	N	39%	46%	15%	N	15%	31%
Asian	S	S	764	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	715	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	19	729	738	732	11%	37%	37%	16%	N	16%	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	48	740	746	750	6%	23%	35%	31%	4%	35%	52%
White	17	739	751	756	12%	29%	18%	35%	6%	41%	61%
African American	S	S	740	732	S	S	S	S	S	S	31%
Hispanic	16	738	737	738	6%	25%	38%	25%	6%	31%	37%
Asian	S	S	766	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	704	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	32	738	740	735	9%	22%	38%	25%	6%	31%	33%
PARCC MATH											
Schoolwide	48	731	739	743	2%	33%	46%	19%	N	19%	43%
White	17	731	744	750	6%	29%	41%	24%	N	24%	53%
African American	S	S	728	724	S	S	S	S	S	S	20%
Hispanic	S	S	731	730	S	S	S	S	S	S	26%
Asian	S	S	761	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	705	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	32	728	735	728	3%	31%	50%	16%	N	16%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	31	764	752	753	N	13%	16%	45%	26%	71%	56%
White	S	S	753	760	S	S	S	S	S	S	65%
African American	S	S	744	733	S	S	S	S	S	S	35%
Hispanic	15	752	746	739	N	27%	20%	33%	20%	53%	41%
Asian	S	S	778	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	749	759	S	S	S	S	S	S	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	22	759	746	735	N	18%	23%	36%	23%	59%	37%
PARCC MATH											
Schoolwide	31	732	740	740	3%	32%	48%	16%	N	16%	39%
White	S	S	743	747	S	S	S	S	S	S	47%
African American	S	S	731	724	S	S	S	S	S	S	19%
Hispanic	S	S	733	729	S	S	S	S	S	S	23%
Asian	S	S	762	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	744	744	S	S	S	S	S	S	44%
Students with Disability	S	S	708	713	S	S	S	S	S	S	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	22	729	736	727	5%	36%	41%	18%	N	18%	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	30	762	741	753	3%	N	20%	70%	7%	77%	55%
White	S	S	742	759	S	S	S	S	S	S	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	11	761	738	740	N	N	27%	73%	N	73%	43%
Asian	S	S	760	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	701	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	21	759	735	736	5%	N	19%	71%	5%	76%	38%
**PARCC MATH											
Schoolwide	S	S	717	726	S	S	S	S	S	S	26%
White	S	S	723	732	S	S	S	S	S	S	32%
African American	S	S	703	712	S	S	S	S	S	S	14%
Hispanic	S	S	716	721	S	S	S	S	S	S	20%
Asian	S	S	726	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	695	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	715	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



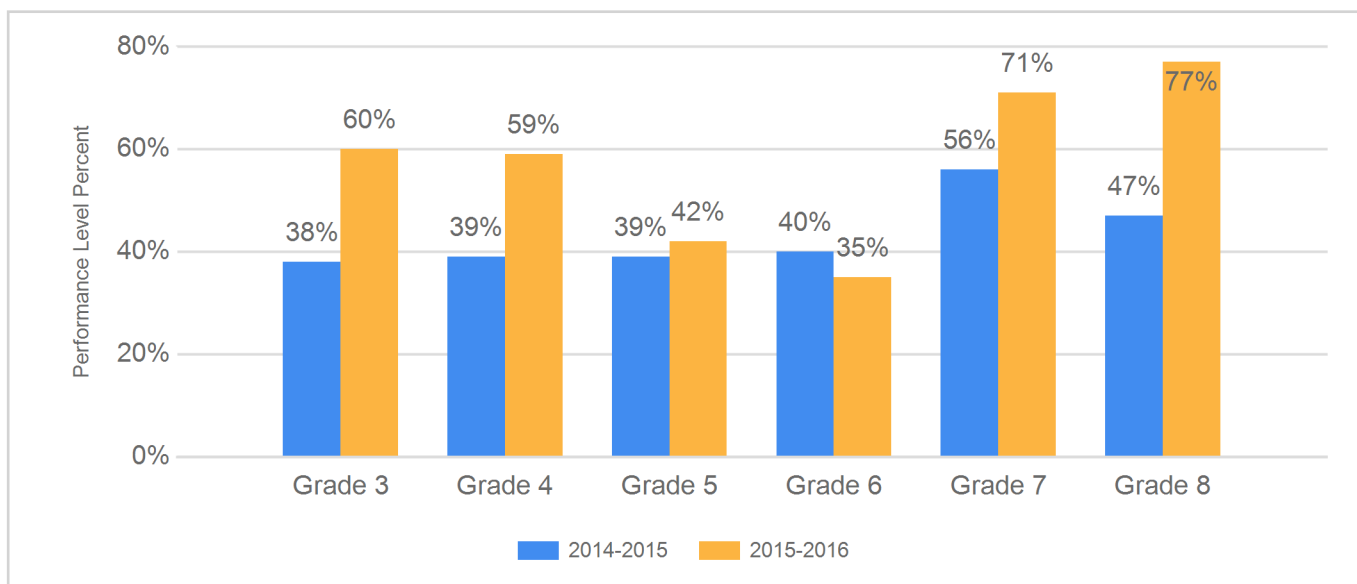
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	13	762	762	769	N	N	15%	85%	N	85%	41%
White	S	S	S	772	S	S	S	S	S	S	51%
African American	S	S	760	748	S	S	S	S	S	S	20%
Hispanic	S	S	756	746	S	S	S	S	S	S	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	S	S	S	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	760	746	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



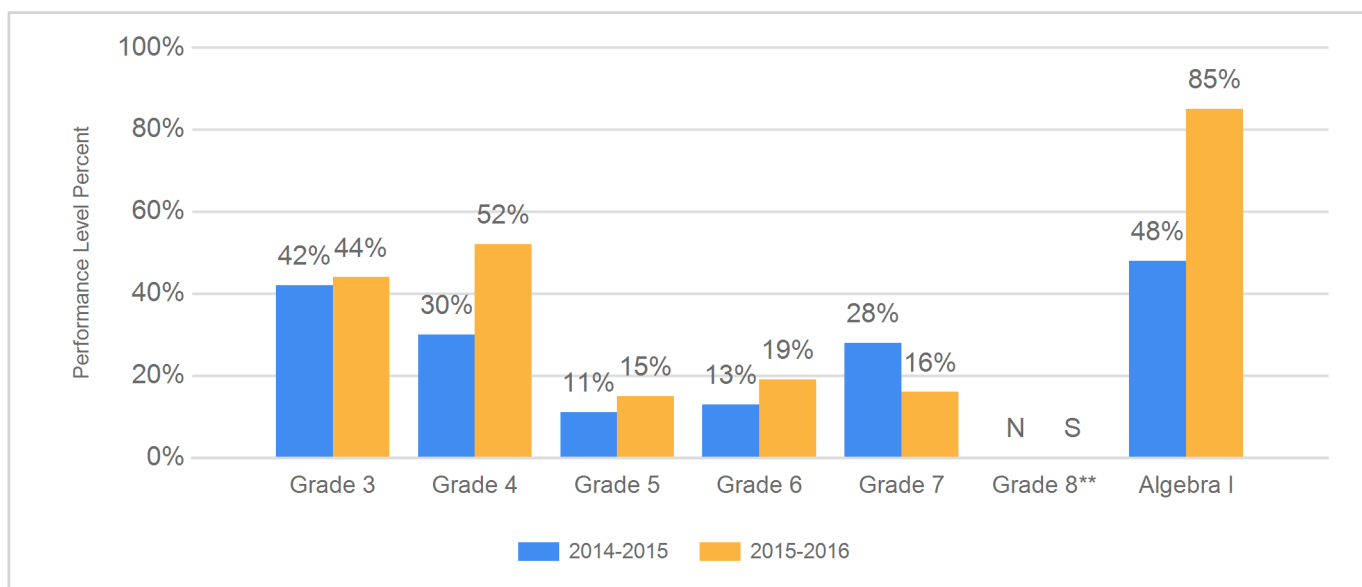
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

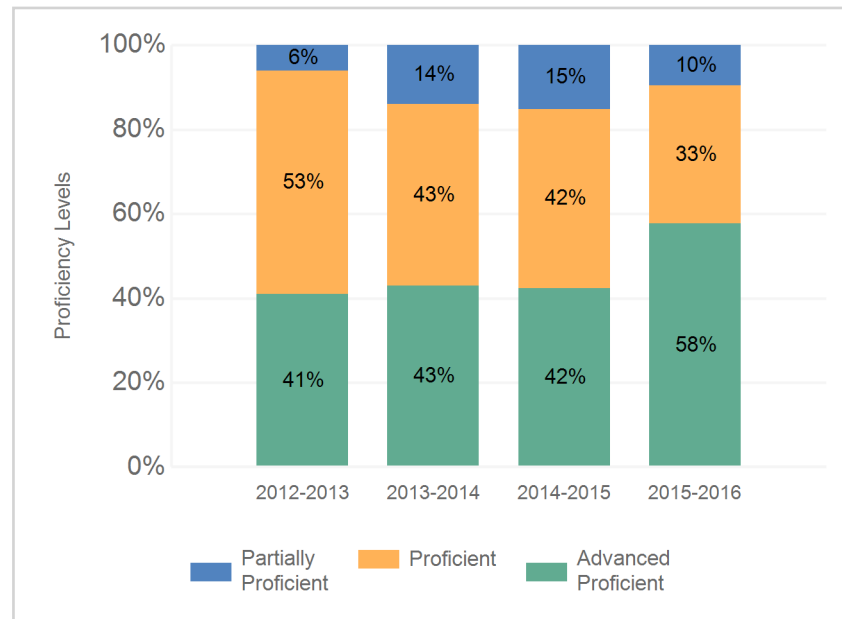
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	58%	33%	10%
White	63%	26%	11%
African American	S	S	S
Hispanic	45%	50%	5%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	43%	43%	13%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

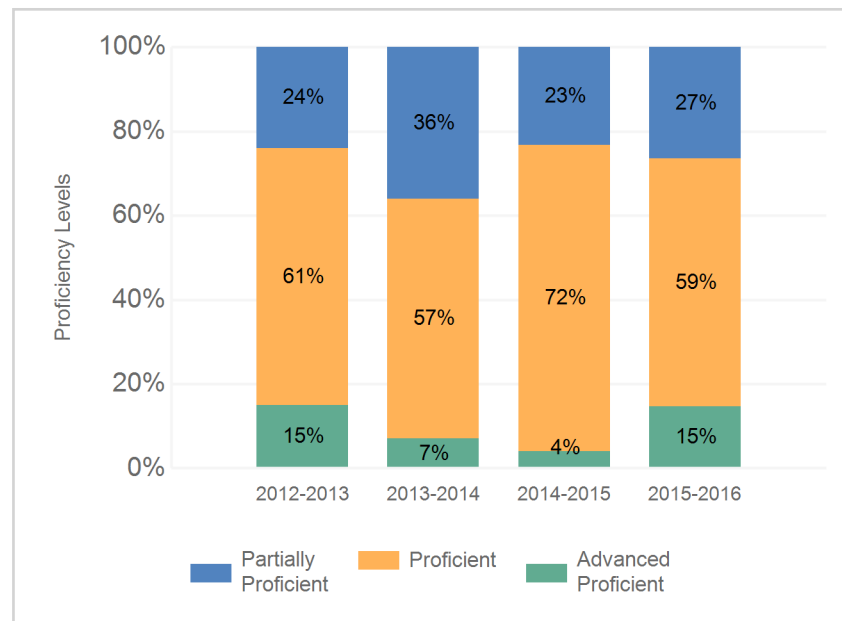
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	15%	59%	27%
White	33%	42%	25%
African American	S	S	S
Hispanic	N	73%	27%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	16%	52%	32%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	54	48	50
Student Growth on Math	52	51	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	1%	0%
Partially Met (L2)	8%	3%	1%
Approached (L3)	9%	10%	9%
Met (L4)	10%	12%	21%
Exceeded (L5)	0%	0%	11%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	1%	0%
Partially Met (L2)	12%	12%	4%
Approached (L3)	12%	17%	13%
Met (L4)	5%	8%	11%
Exceeded (L5)	0%	0%	2%



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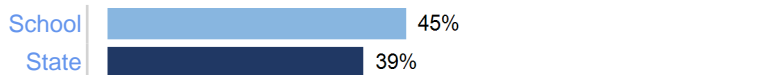
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



DANCE



VISUAL ARTS

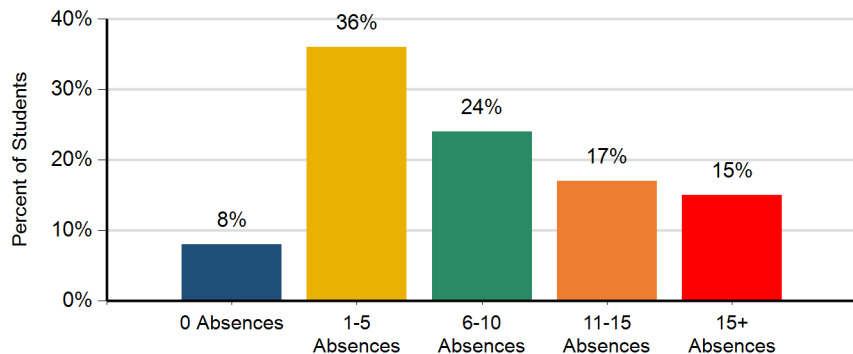


Any Visual and Performing Arts



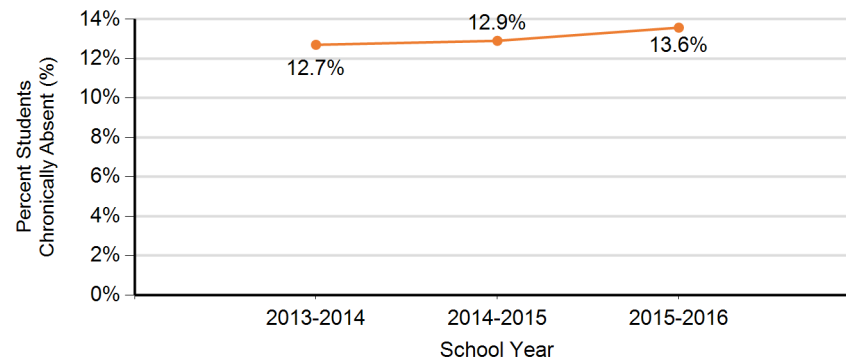
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 40 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	9:1
Administrator	457:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	3.3%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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Mary J. Donohoe #4

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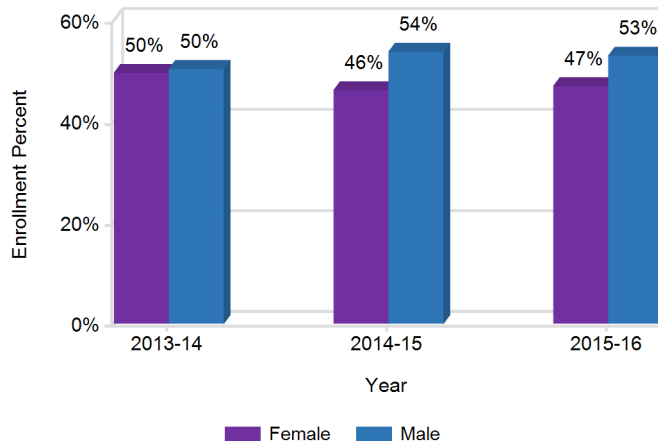
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	35	33	37
Grade KG	52	54	45
Grade 01	54	52	52
Grade 02	51	52	56
Grade 03	61	55	54
Grade 04	53	62	61
Grade 05	41	49	51
Grade 06	46	50	47
Grade 07	51	42	54
Grade 08	46	50	43
UG	0	1	0
Total	490	500	500

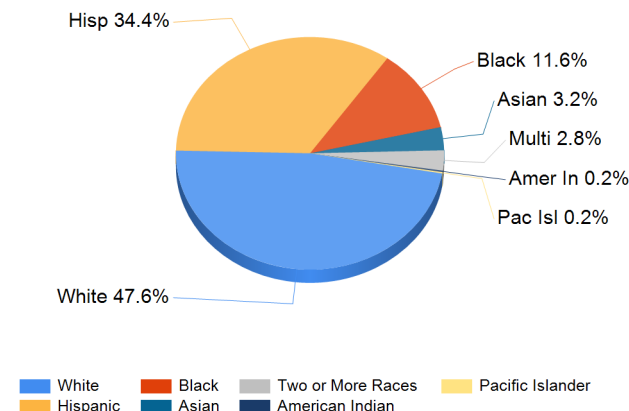
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



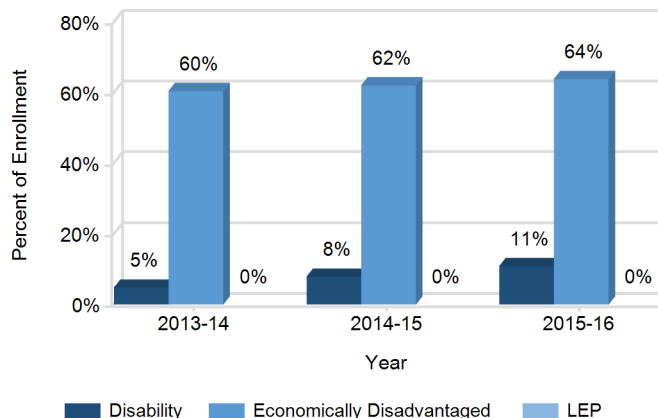
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	78.6%
Spanish	8.2%
Arabic	7.8%
Polish	2.8%
Urdu	0.6%
Other	2.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	50%	82	42
Mathematics Met or Exceeded Expectations	37%	46	30

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	277	50%	42	93%	X	277	37%	30	93%	X
White	136	57%	38	93%	X	136	43%	25	93%	X
African American	37	43%	63	91%	X	37	24%	42	91%	X
Hispanic	87	41%	48	95%	√	87	31%	42	95%	√
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	188	49%	75	94%	X	188	35%	63	94%	X



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	52	739	735	746	12%	23%	29%	37%	N	37%	48%
White	26	744	739	756	4%	15%	39%	42%	N	42%	58%
African American	S	S	721	727	S	S	S	S	S	S	30%
Hispanic	14	730	729	730	7%	57%	14%	21%	N	21%	31%
Asian	S	S	762	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	756	753	S	S	S	S	S	S	55%
Students with Disability	S	S	696	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	36	737	729	727	14%	22%	22%	42%	N	42%	28%
PARCC MATH											
Schoolwide	52	745	743	749	8%	15%	25%	48%	4%	52%	52%
White	26	752	748	757	N	12%	31%	50%	8%	58%	63%
African American	S	S	731	730	S	S	S	S	S	S	31%
Hispanic	14	736	736	736	7%	29%	21%	43%	N	43%	35%
Asian	S	S	767	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	753	754	S	S	S	S	S	S	57%
Students with Disability	S	S	710	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	36	742	739	732	11%	17%	25%	42%	6%	47%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	750	744	750	7%	16%	28%	40%	10%	50%	54%
White	28	752	746	759	4%	14%	29%	39%	14%	54%	64%
African American	S	S	732	733	S	S	S	S	S	S	33%
Hispanic	21	750	738	737	5%	14%	33%	38%	10%	48%	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	751	756	S	S	S	S	S	S	62%
Students with Disability	S	S	701	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	42	748	737	734	7%	17%	29%	38%	10%	48%	33%
PARCC MATH											
Schoolwide	58	735	744	745	3%	31%	40%	26%	N	26%	47%
White	28	738	748	752	7%	25%	36%	32%	N	32%	57%
African American	S	S	732	727	S	S	S	S	S	S	24%
Hispanic	21	734	737	733	N	33%	43%	24%	N	24%	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	747	750	S	S	S	S	S	S	54%
Students with Disability	S	S	711	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	42	732	737	730	5%	33%	41%	21%	N	21%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	48	747	742	751	6%	10%	29%	50%	4%	54%	53%
White	28	751	746	758	4%	11%	25%	57%	4%	61%	64%
African American	S	S	733	733	S	S	S	S	S	S	32%
Hispanic	14	739	735	738	14%	14%	29%	36%	7%	43%	37%
Asian	S	S	755	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	703	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	34	747	736	735	6%	9%	32%	50%	3%	53%	33%
PARCC MATH											
Schoolwide	48	748	743	747	2%	15%	31%	46%	6%	52%	47%
White	28	752	747	753	N	11%	36%	46%	7%	54%	57%
African American	S	S	731	728	S	S	S	S	S	S	24%
Hispanic	14	738	736	735	7%	21%	21%	50%	N	50%	31%
Asian	S	S	764	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	715	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	34	746	738	732	N	18%	32%	44%	6%	50%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	37	753	746	750	5%	14%	22%	46%	14%	60%	52%
White	13	764	751	756	8%	N	15%	54%	23%	77%	61%
African American	S	S	740	732	S	S	S	S	S	S	31%
Hispanic	19	745	737	738	5%	26%	21%	42%	5%	47%	37%
Asian	S	S	766	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	704	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	25	749	740	735	8%	16%	20%	44%	12%	56%	33%
PARCC MATH											
Schoolwide	37	739	739	743	5%	24%	35%	32%	3%	35%	43%
White	13	754	744	750	N	N	54%	39%	8%	46%	53%
African American	S	S	728	724	S	S	S	S	S	S	20%
Hispanic	19	730	731	730	11%	37%	26%	26%	N	26%	26%
Asian	S	S	761	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	705	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	25	737	735	728	4%	32%	24%	40%	N	40%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	53	736	752	753	15%	17%	28%	36%	4%	40%	56%
White	27	740	753	760	11%	15%	30%	41%	4%	44%	65%
African American	S	S	744	733	S	S	S	S	S	S	35%
Hispanic	14	735	746	739	14%	14%	36%	36%	N	36%	41%
Asian	S	S	778	781	S	S	S	S	S	S	84%
American Indian	S	S	S	748	S	S	S	S	S	S	54%
Two or More Races	S	S	749	759	S	S	S	S	S	S	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	35	733	746	735	17%	14%	34%	31%	3%	34%	37%
PARCC MATH											
Schoolwide	53	733	740	740	8%	28%	42%	23%	N	23%	39%
White	27	734	743	747	4%	26%	52%	19%	N	19%	47%
African American	S	S	731	724	S	S	S	S	S	S	19%
Hispanic	14	734	733	729	14%	21%	29%	36%	N	36%	23%
Asian	S	S	762	763	S	S	S	S	S	S	72%
American Indian	S	S	S	736	S	S	S	S	S	S	30%
Two or More Races	S	S	744	744	S	S	S	S	S	S	44%
Students with Disability	S	S	708	713	S	S	S	S	S	S	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	35	731	736	727	11%	23%	43%	23%	N	23%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	42	756	741	753	7%	7%	19%	57%	10%	67%	55%
White	20	758	742	759	5%	5%	25%	60%	5%	65%	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	12	742	738	740	17%	17%	8%	50%	8%	58%	43%
Asian	S	S	760	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	701	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	28	753	735	736	7%	7%	25%	54%	7%	61%	38%
**PARCC MATH											
Schoolwide	S	S	717	726	S	S	S	S	S	S	26%
White	S	S	723	732	S	S	S	S	S	S	32%
African American	S	S	703	712	S	S	S	S	S	S	14%
Hispanic	S	S	S	721	S	S	S	S	S	S	20%
Asian	S	S	726	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	695	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	715	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



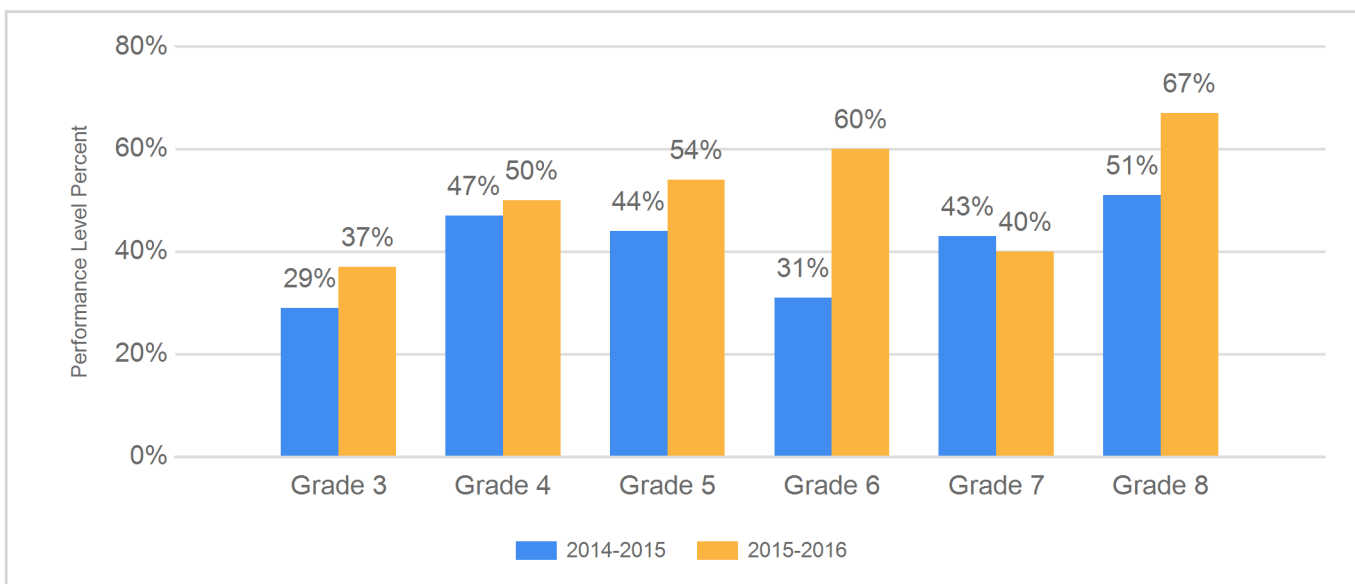
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	21	755	762	769	N	10%	38%	52%	N	52%	41%
White	S	S	764	772	S	S	S	S	S	S	51%
African American	S	S	760	748	S	S	S	S	S	S	20%
Hispanic	S	S	756	746	S	S	S	S	S	S	25%
Asian	S	S	773	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	11	754	760	746	N	9%	46%	46%	N	46%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



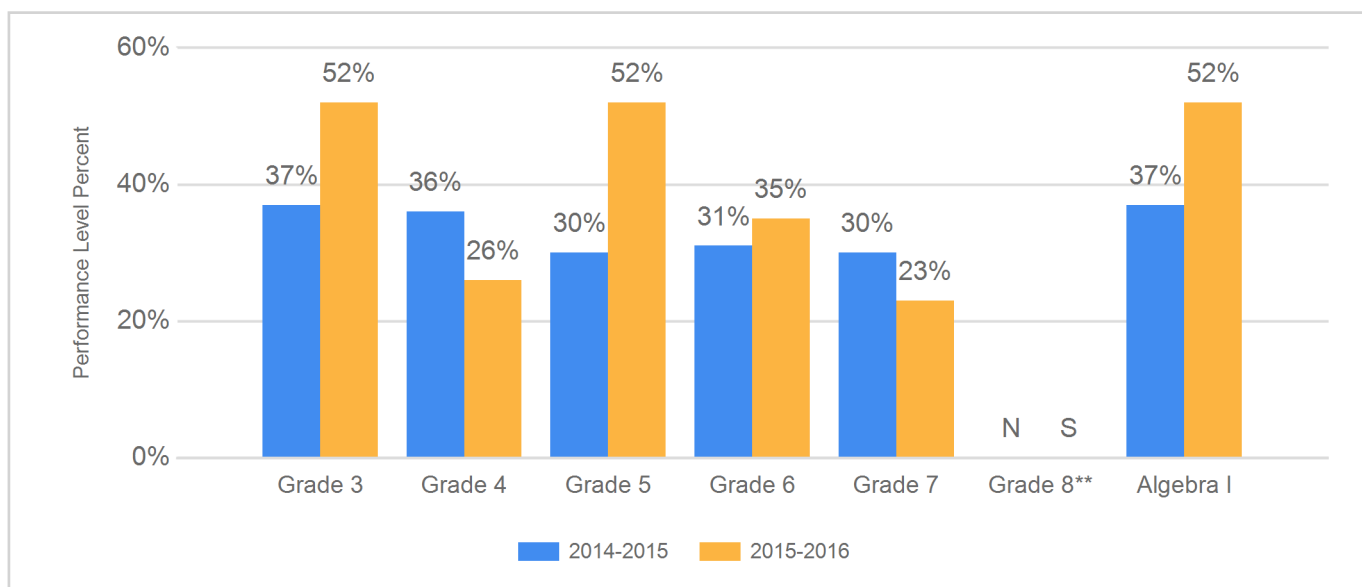
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

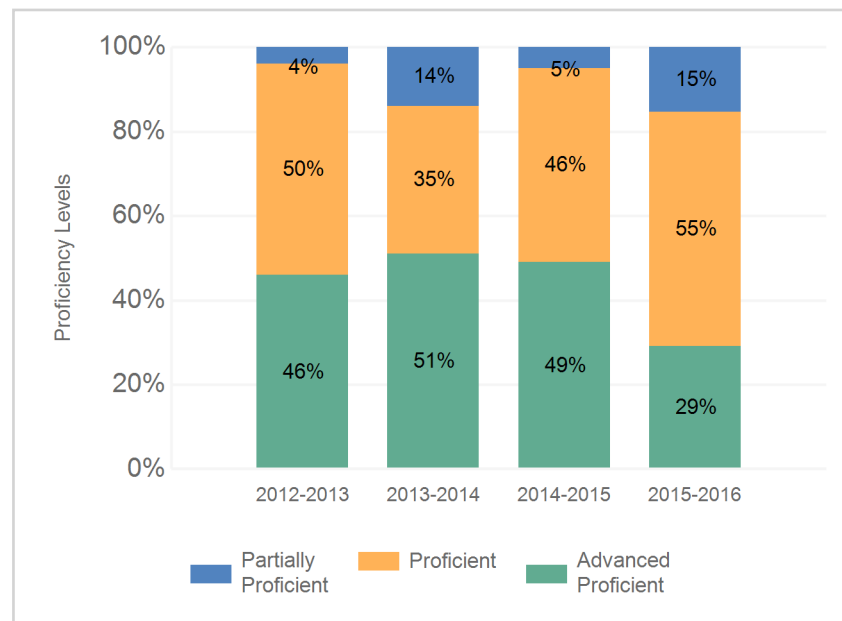
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	29%	55%	15%
White	32%	57%	11%
African American	S	S	S
Hispanic	30%	48%	22%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	S	S	S
Students with Disability	18%	36%	46%
English Language Learners	S	S	S
Economically Disadvantaged Students	26%	58%	16%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

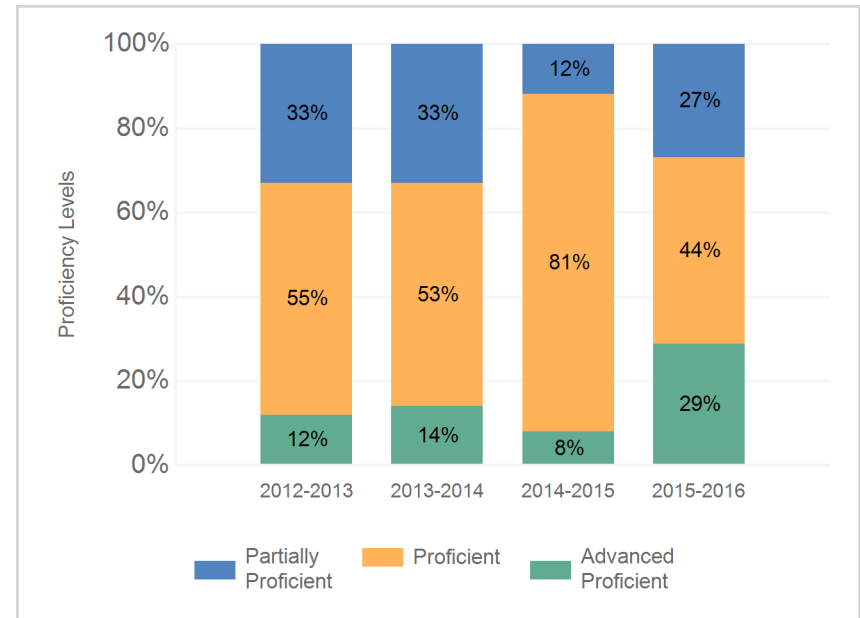
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	29%	44%	27%
White	31%	46%	23%
African American	S	S	S
Hispanic	33%	42%	25%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	30%	42%	27%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	57	48	50
Student Growth on Math	46	51	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	7%	0%	0%
Partially Met (L2)	7%	4%	2%
Approached (L3)	10%	8%	8%
Met (L4)	9%	12%	24%
Exceeded (L5)	0%	1%	7%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	1%	0%
Partially Met (L2)	11%	15%	2%
Approached (L3)	13%	16%	7%
Met (L4)	6%	11%	13%
Exceeded (L5)	0%	0%	2%



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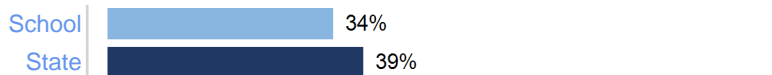
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



DANCE



VISUAL ARTS

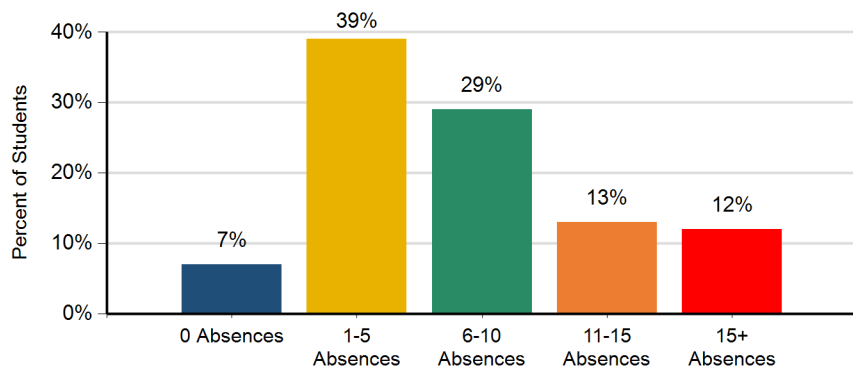


Any Visual and Performing Arts



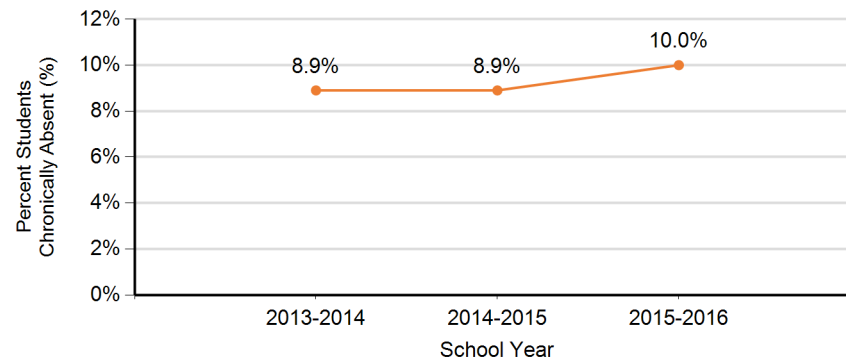
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 40 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	15:1
Administrator	500:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	2.6%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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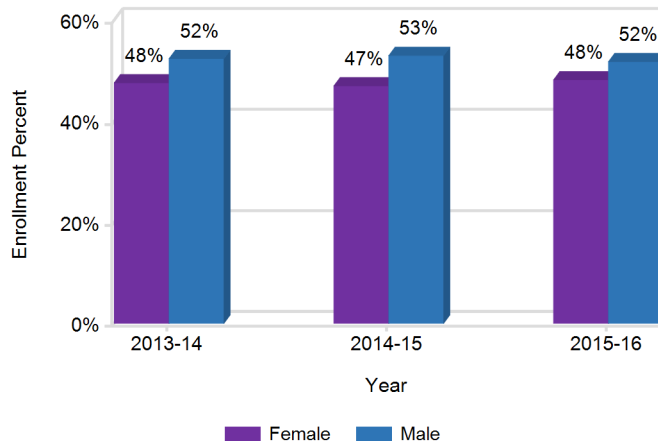
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	110	85	77
Grade KG	129	151	115
Grade 01	121	128	129
Grade 02	117	132	114
Grade 03	99	110	119
Grade 04	105	115	103
Grade 05	94	93	119
Grade 06	109	96	91
Grade 07	98	113	89
Grade 08	121	105	114
UG	43	26	29
Total	1146	1154	1099

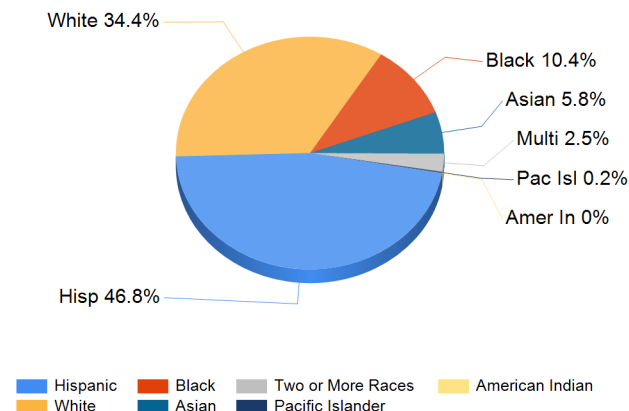
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



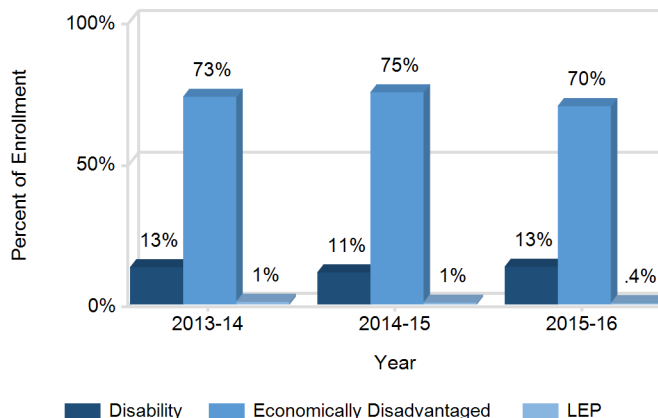
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	66.3%
Spanish	17.4%
Arabic	12.2%
Urdu	1.2%
Polish	0.5%
Other	2.6%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	38%	36	24
Mathematics Met or Exceeded Expectations	32%	27	27

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	592	38%	24	92%	X	596	32%	27	93%	X
White	216	44%	22	94%	X	217	39%	25	95%	√
African American	64	25%	30	95%	√	65	14%	27	96%	√
Hispanic	263	30%	28	90%	X	264	27%	37	91%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	39	74%	39	98%	√	39	62%	27	98%	√
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	94	4%	15	88%	X	98	N	8	92%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	388	35%	52	94%	X	390	32%	63	94%	X



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	118	726	735	746	26%	25%	20%	27%	1%	28%	48%
White	55	732	739	756	20%	26%	18%	36%	N	36%	58%
African American	S	S	721	727	S	S	S	S	S	S	30%
Hispanic	46	718	729	730	28%	33%	20%	20%	N	20%	31%
Asian	S	S	762	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	756	753	S	S	S	S	S	S	55%
Students with Disability	S	S	696	718	S	S	S	S	S	S	22%
English Language Learners	S	S	714	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	84	723	729	727	25%	32%	18%	25%	N	25%	28%
PARCC MATH											
Schoolwide	120	732	743	749	13%	32%	28%	26%	2%	28%	52%
White	56	740	748	757	7%	25%	30%	36%	2%	38%	63%
African American	S	S	731	730	S	S	S	S	S	S	31%
Hispanic	46	722	736	736	17%	44%	22%	17%	N	17%	35%
Asian	S	S	767	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	753	754	S	S	S	S	S	S	57%
Students with Disability	S	S	710	727	S	S	S	S	S	S	28%
English Language Learners	S	S	S	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	85	729	739	732	13%	34%	31%	22%	N	22%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	108	737	744	750	14%	19%	30%	36%	2%	38%	54%
White	33	738	746	759	15%	15%	30%	36%	3%	39%	64%
African American	15	729	732	733	27%	20%	13%	40%	N	40%	33%
Hispanic	49	735	738	737	12%	22%	35%	29%	2%	31%	37%
Asian	S	S	765	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	751	756	S	S	S	S	S	S	62%
Students with Disability	S	S	701	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	79	733	737	734	18%	18%	30%	33%	1%	34%	33%
PARCC MATH											
Schoolwide	108	738	744	745	7%	26%	33%	32%	2%	34%	47%
White	33	743	748	752	9%	18%	30%	36%	6%	42%	57%
African American	15	730	732	727	7%	47%	27%	20%	N	20%	24%
Hispanic	49	733	737	733	6%	29%	37%	29%	N	29%	30%
Asian	S	S	765	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	747	750	S	S	S	S	S	S	54%
Students with Disability	S	S	711	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	79	734	737	730	9%	29%	33%	29%	N	29%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	122	734	742	751	16%	25%	29%	29%	3%	31%	53%
White	41	745	746	758	10%	17%	22%	49%	2%	51%	64%
African American	17	718	733	733	29%	24%	35%	12%	N	12%	32%
Hispanic	54	727	735	738	19%	32%	33%	15%	2%	17%	37%
Asian	S	S	755	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	747	759	S	S	S	S	S	S	63%
Students with Disability	S	S	703	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	79	735	736	735	17%	23%	29%	29%	3%	32%	33%
PARCC MATH											
Schoolwide	122	743	743	747	8%	13%	33%	44%	2%	46%	47%
White	41	749	747	753	2%	10%	29%	59%	N	59%	57%
African American	17	726	731	728	24%	24%	29%	24%	N	24%	24%
Hispanic	54	739	736	735	9%	15%	35%	41%	N	41%	31%
Asian	S	S	764	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	745	754	S	S	S	S	S	S	56%
Students with Disability	S	S	715	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	79	745	738	732	4%	14%	34%	47%	1%	48%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	89	743	746	750	10%	18%	24%	38%	10%	48%	52%
White	31	741	751	756	16%	10%	29%	36%	10%	45%	61%
African American	S	S	740	732	S	S	S	S	S	S	31%
Hispanic	43	741	737	738	7%	26%	21%	37%	9%	47%	37%
Asian	S	S	766	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	731	755	S	S	S	S	S	S	60%
Students with Disability	S	S	704	719	S	S	S	S	S	S	15%
English Language Learners	S	S	706	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	55	745	740	735	7%	16%	29%	36%	11%	47%	33%
PARCC MATH											
Schoolwide	89	737	739	743	9%	16%	43%	32%	1%	33%	43%
White	31	740	744	750	10%	13%	42%	32%	3%	36%	53%
African American	S	S	728	724	S	S	S	S	S	S	20%
Hispanic	43	736	731	730	12%	16%	40%	33%	N	33%	26%
Asian	S	S	761	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	731	748	S	S	S	S	S	S	49%
Students with Disability	S	S	705	717	S	S	S	S	S	S	13%
English Language Learners	S	S	714	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	55	740	735	728	7%	11%	44%	38%	N	38%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	77	762	752	753	3%	12%	18%	35%	33%	68%	56%
White	31	765	753	760	N	10%	23%	36%	32%	68%	65%
African American	S	S	744	733	S	S	S	S	S	S	35%
Hispanic	31	759	746	739	3%	10%	19%	42%	26%	68%	41%
Asian	S	S	778	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	48	761	746	735	2%	10%	21%	38%	29%	67%	37%
PARCC MATH											
Schoolwide	77	741	740	740	5%	20%	36%	36%	3%	39%	39%
White	31	741	743	747	7%	23%	29%	39%	3%	42%	47%
African American	S	S	731	724	S	S	S	S	S	S	19%
Hispanic	31	739	733	729	3%	23%	45%	29%	N	29%	23%
Asian	S	S	762	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	708	713	S	S	S	S	S	S	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	48	741	736	727	6%	15%	35%	42%	2%	44%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 4H-08

17-0220-085

HUDSON

BAYONNE CITY

Midtown Community School #8

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BAYONNE, NJ 07002

PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	106	740	741	753	9%	18%	38%	32%	3%	35%	55%
White	32	747	742	759	3%	19%	34%	38%	6%	44%	63%
African American	13	728	727	732	31%	8%	39%	23%	N	23%	34%
Hispanic	52	736	738	740	8%	23%	44%	25%	N	25%	43%
Asian	S	S	760	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	747	756	S	S	S	S	S	S	59%
Students with Disability	S	S	701	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	59	738	735	736	7%	24%	41%	25%	3%	29%	38%
**PARCC MATH											
Schoolwide	S	S	717	726	S	S	S	S	S	S	26%
White	S	S	723	732	S	S	S	S	S	S	32%
African American	S	S	703	712	S	S	S	S	S	S	14%
Hispanic	S	S	716	721	S	S	S	S	S	S	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	703	726	S	S	S	S	S	S	26%
Students with Disability	S	S	695	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	715	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



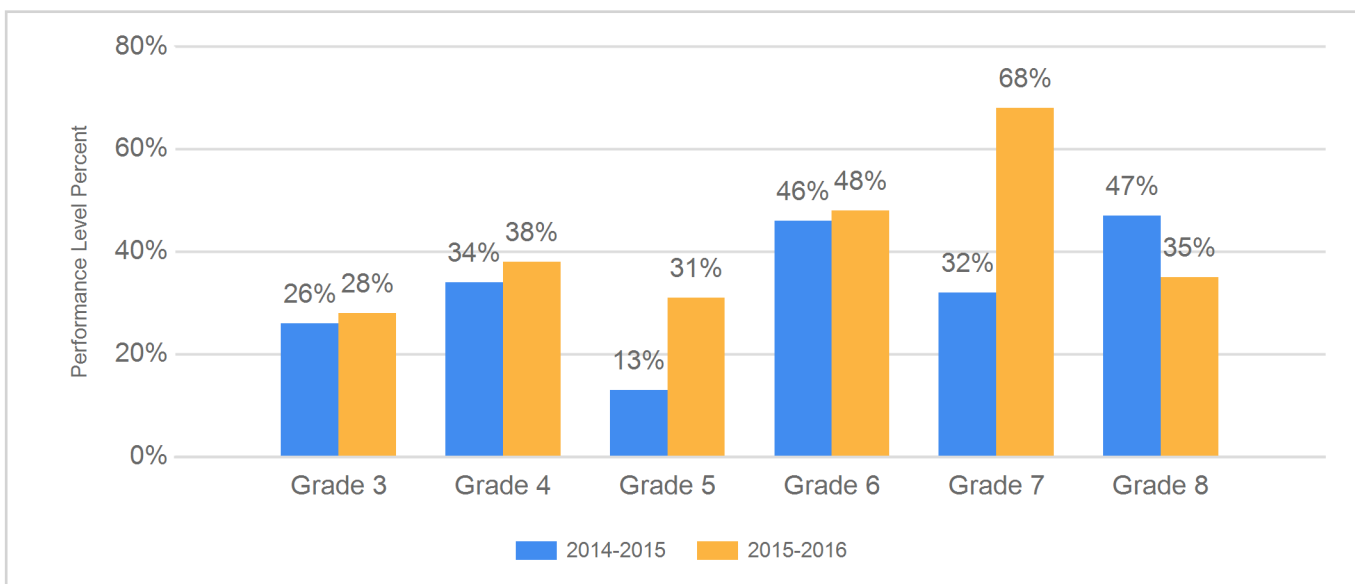
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	40	750	762	769	3%	13%	28%	55%	3%	58%	41%
White	15	746	764	772	7%	20%	20%	47%	7%	53%	51%
African American	S	S	760	748	S	S	S	S	S	S	20%
Hispanic	16	751	756	746	N	13%	25%	63%	N	63%	25%
Asian	S	S	773	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	741	776	S	S	S	S	S	S	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	20	750	760	746	N	20%	25%	50%	5%	55%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



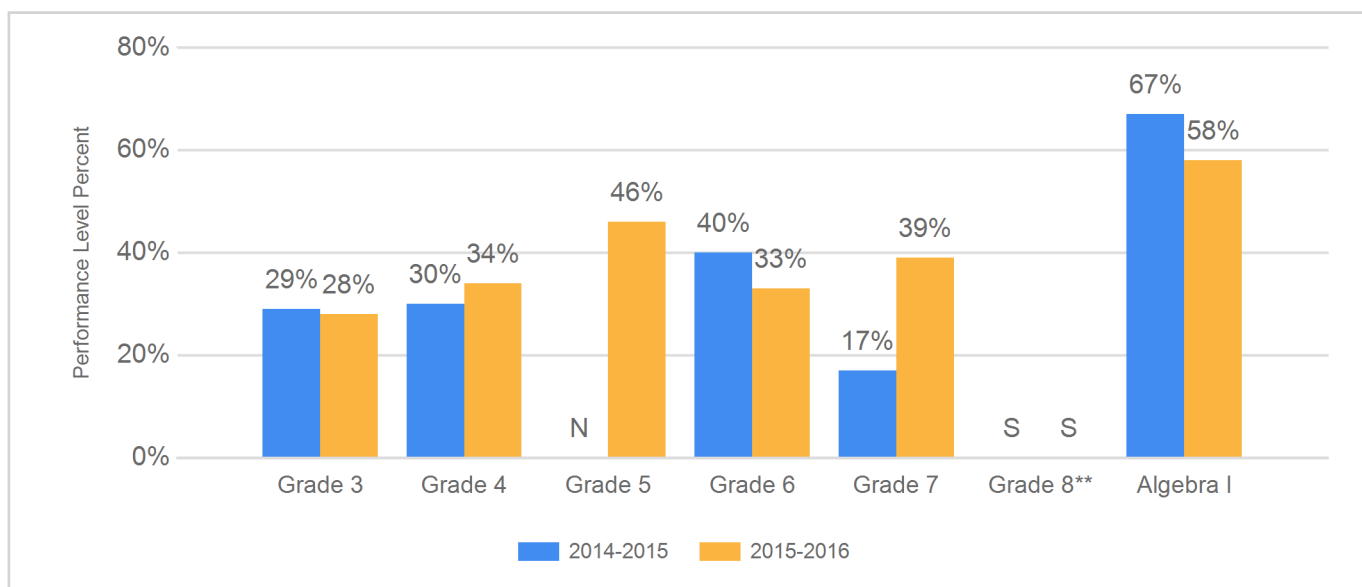
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

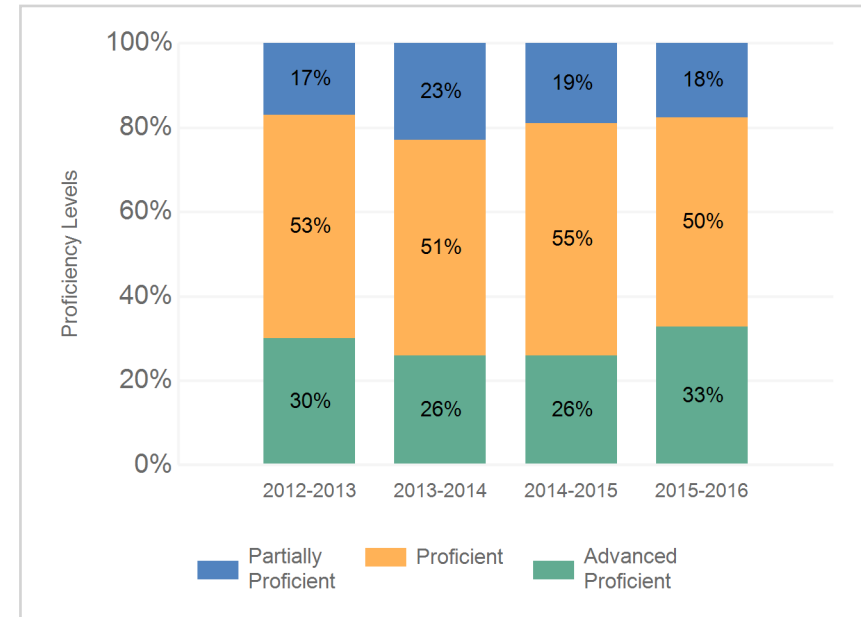
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	33%	50%	18%
White	29%	48%	24%
African American	29%	57%	14%
Hispanic	33%	50%	17%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	9%	61%	30%
English Language Learners	S	S	S
Economically Disadvantaged Students	28%	53%	19%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

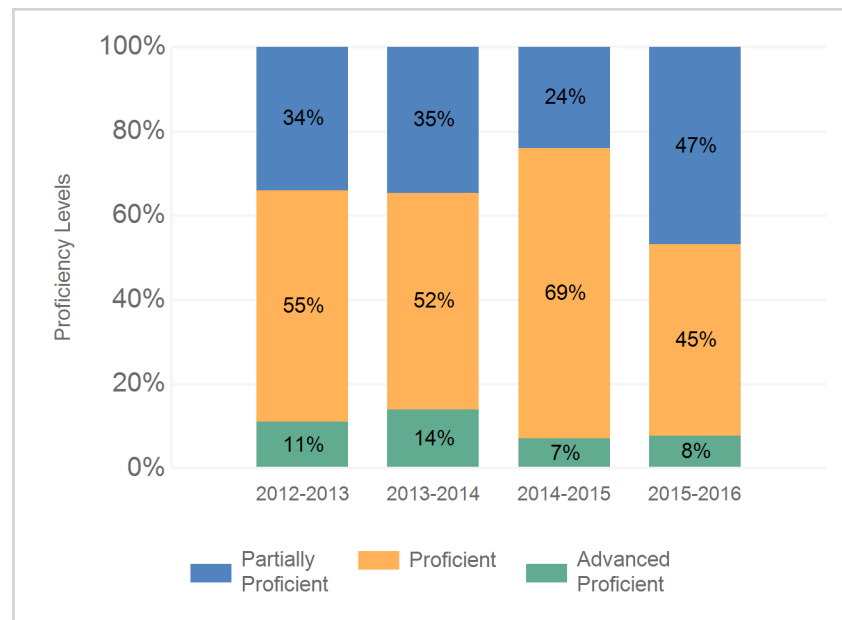
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	8%	45%	47%
White	17%	49%	34%
African American	N	27%	73%
Hispanic	3%	43%	54%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	N	15%	85%
English Language Learners	S	S	S
Economically Disadvantaged Students	9%	42%	49%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	48	48	50
Student Growth on Math	57	51	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	9%	1%	0%
Partially Met (L2)	7%	9%	2%
Approached (L3)	14%	6%	8%
Met (L4)	5%	13%	18%
Exceeded (L5)	0%	2%	7%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	1%	0%
Partially Met (L2)	8%	8%	4%
Approached (L3)	9%	12%	14%
Met (L4)	6%	10%	21%
Exceeded (L5)	0%	0%	2%



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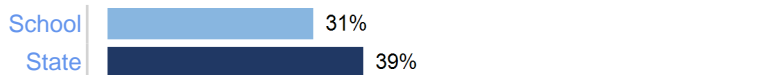
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



DANCE



VISUAL ARTS

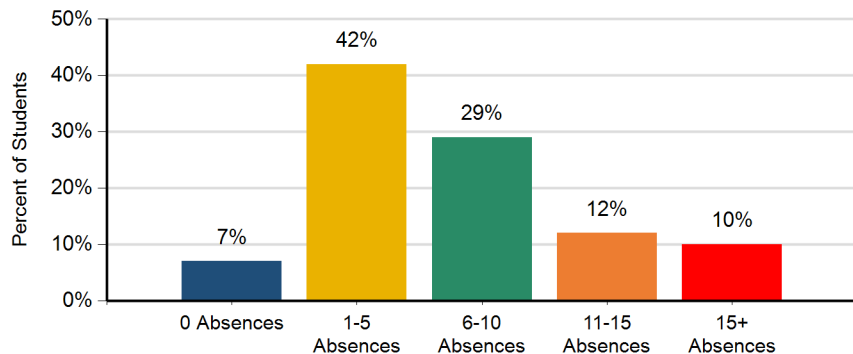


Any Visual and Performing Arts



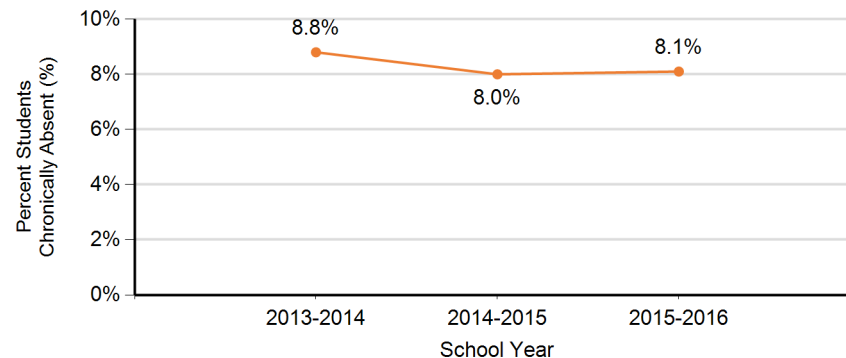
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 40 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	367:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	1.1%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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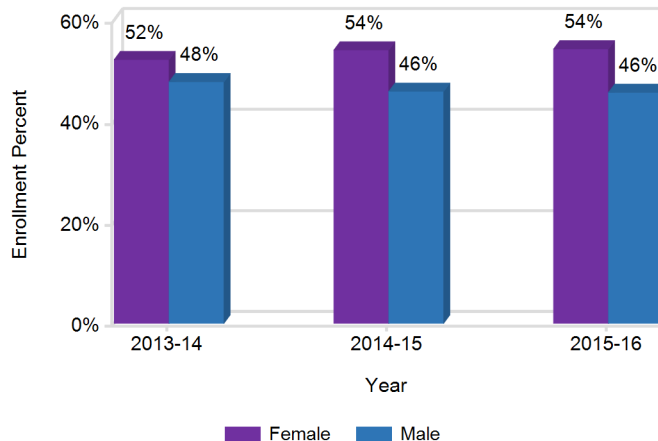
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	20	18	44
Grade KG	52	33	24
Grade 01	27	38	25
Grade 02	23	27	26
Grade 03	27	23	24
Grade 04	26	28	18
Grade 05	69	76	76
Grade 06	70	67	73
Grade 07	71	68	69
Grade 08	75	66	67
UG	0	0	0
Total	460	444	446

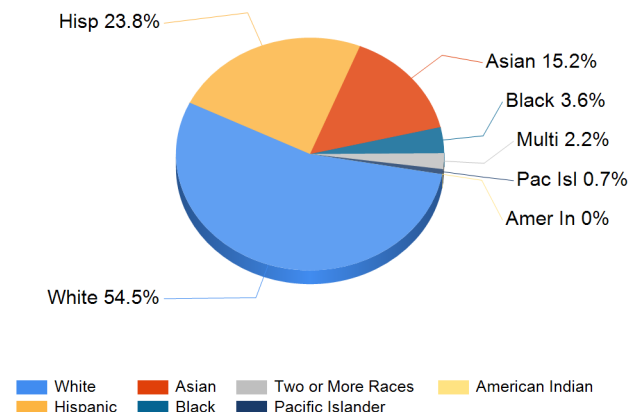
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



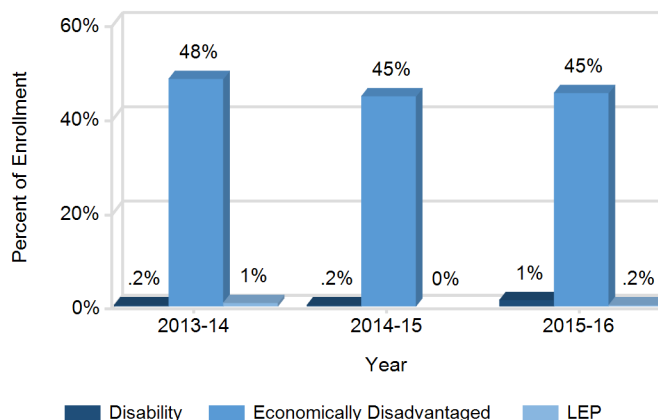
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	68.4%
Arabic	11.0%
Spanish	7.4%
Russian	2.0%
Polish	1.8%
Other	9.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	80%	100	93
Mathematics Met or Exceeded Expectations	79%	100	95

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	320	80%	93	99%	✓	320	79%	95	99%	✓
White	182	83%	90	98%	✓	182	82%	92	98%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	66	67%	85	100%	✓	66	64%	90	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	56	89%	69	100%	✓	56	93%	76	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	N	N	N	N		N	N	N	N	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	132	66%	93	100%	✓	132	71%	97	100%	✓



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Nicholas Oresko #14

33 East 24th Street

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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	25	742	735	746	16%	16%	16%	52%	N	52%	48%
White	17	737	739	756	18%	18%	12%	53%	N	53%	58%
African American	S	S	721	727	S	S	S	S	S	S	30%
Hispanic	S	S	729	730	S	S	S	S	S	S	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	N	N	N	718	N	N	N	N	N	N	22%
English Language Learners	S	S	714	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	16	736	729	727	19%	25%	19%	38%	N	38%	28%
PARCC MATH											
Schoolwide	25	751	743	749	8%	20%	12%	48%	12%	60%	52%
White	17	752	748	757	12%	18%	6%	53%	12%	65%	63%
African American	S	S	731	730	S	S	S	S	S	S	31%
Hispanic	S	S	736	736	S	S	S	S	S	S	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	N	N	N	727	N	N	N	N	N	N	28%
English Language Learners	S	S	738	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	16	745	739	732	13%	19%	19%	44%	6%	50%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	17	768	744	750	N	12%	6%	65%	18%	82%	54%
White	13	770	746	759	N	8%	8%	62%	23%	85%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	S	S	738	737	S	S	S	S	S	S	37%
Asian	S	S	765	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	N	N	N	723	N	N	N	N	N	N	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	737	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	17	778	744	745	N	N	29%	41%	29%	71%	47%
White	13	777	748	752	N	N	31%	39%	31%	69%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	S	S	737	733	S	S	S	S	S	S	30%
Asian	S	S	765	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	N	N	N	724	N	N	N	N	N	N	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	737	730	S	S	S	S	S	S	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	76	769	742	751	N	4%	20%	62%	15%	76%	53%
White	40	772	746	758	N	5%	15%	58%	23%	80%	64%
African American	S	S	733	733	S	S	S	S	S	S	32%
Hispanic	15	761	735	738	N	7%	33%	47%	13%	60%	37%
Asian	15	761	755	773	N	N	27%	73%	N	73%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	747	759	S	S	S	S	S	S	63%
Students with Disability	N	N	N	723	N	N	N	N	N	N	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	30	760	736	735	N	10%	30%	43%	17%	60%	33%
PARCC MATH											
Schoolwide	76	776	743	747	N	1%	11%	70%	18%	88%	47%
White	40	778	747	753	N	3%	5%	73%	20%	93%	57%
African American	S	S	731	728	S	S	S	S	S	S	24%
Hispanic	15	773	736	735	N	N	27%	53%	20%	73%	31%
Asian	15	776	764	774	N	N	13%	73%	13%	87%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	745	754	S	S	S	S	S	S	56%
Students with Disability	N	N	N	725	N	N	N	N	N	N	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	30	773	738	732	N	3%	13%	67%	17%	83%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	72	780	746	750	N	3%	7%	50%	40%	90%	52%
White	46	783	751	756	N	2%	2%	52%	44%	96%	61%
African American	S	S	740	732	S	S	S	S	S	S	31%
Hispanic	S	S	737	738	S	S	S	S	S	S	37%
Asian	15	786	766	772	N	N	7%	47%	47%	93%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	N	N	N	719	N	N	N	N	N	N	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	33	775	740	735	N	3%	12%	52%	33%	85%	33%
PARCC MATH											
Schoolwide	72	775	739	743	N	N	14%	54%	32%	86%	43%
White	46	776	744	750	N	N	9%	61%	30%	91%	53%
African American	S	S	728	724	S	S	S	S	S	S	20%
Hispanic	S	S	731	730	S	S	S	S	S	S	26%
Asian	15	791	761	768	N	N	N	47%	53%	100%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	N	N	N	717	N	N	N	N	N	N	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	33	773	735	728	N	N	18%	52%	30%	82%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	70	774	752	753	1%	6%	17%	40%	36%	76%	56%
White	34	775	753	760	N	3%	15%	56%	27%	82%	65%
African American	N	N	N	733	N	N	N	N	N	N	35%
Hispanic	23	760	746	739	4%	13%	26%	30%	26%	57%	41%
Asian	13	799	778	781	N	N	8%	15%	77%	92%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	N	N	N	716	N	N	N	N	N	N	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	23	762	746	735	N	13%	35%	26%	26%	52%	37%
PARCC MATH											
Schoolwide	70	762	740	740	1%	7%	23%	53%	16%	69%	39%
White	34	762	743	747	N	3%	27%	59%	12%	71%	47%
African American	N	N	N	724	N	N	N	N	N	N	19%
Hispanic	23	751	733	729	4%	17%	26%	44%	9%	52%	23%
Asian	13	781	762	763	N	N	8%	54%	39%	92%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	N	N	N	713	N	N	N	N	N	N	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	23	751	736	727	4%	22%	22%	44%	9%	52%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	67	782	741	753	2%	2%	9%	60%	28%	88%	55%
White	38	780	742	759	N	3%	13%	58%	26%	84%	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	14	781	738	740	N	N	N	79%	21%	100%	43%
Asian	S	S	760	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	N	N	N	715	N	N	N	N	N	N	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	25	773	735	736	4%	4%	12%	56%	24%	80%	38%
**PARCC MATH											
Schoolwide	33	752	717	726	N	12%	24%	64%	N	64%	26%
White	19	754	723	732	N	16%	21%	63%	N	63%	32%
African American	S	S	703	712	S	S	S	S	S	S	14%
Hispanic	S	S	716	721	S	S	S	S	S	S	20%
Asian	S	S	726	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	N	N	N	704	N	N	N	N	N	N	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	15	748	715	718	N	20%	27%	53%	N	53%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



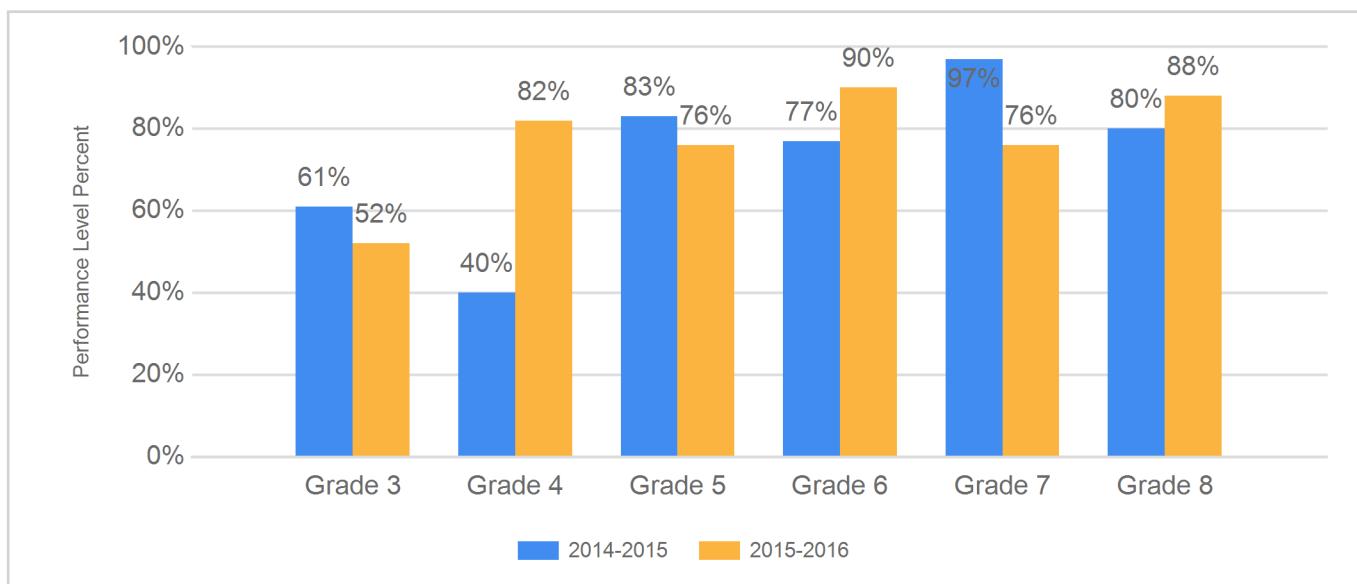
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	34	782	762	769	N	N	3%	91%	6%	97%	41%
White	19	778	764	772	N	N	5%	95%	N	95%	51%
African American	S	S	760	748	S	S	S	S	S	S	20%
Hispanic	S	S	756	746	S	S	S	S	S	S	25%
Asian	S	S	773	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	760	746	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



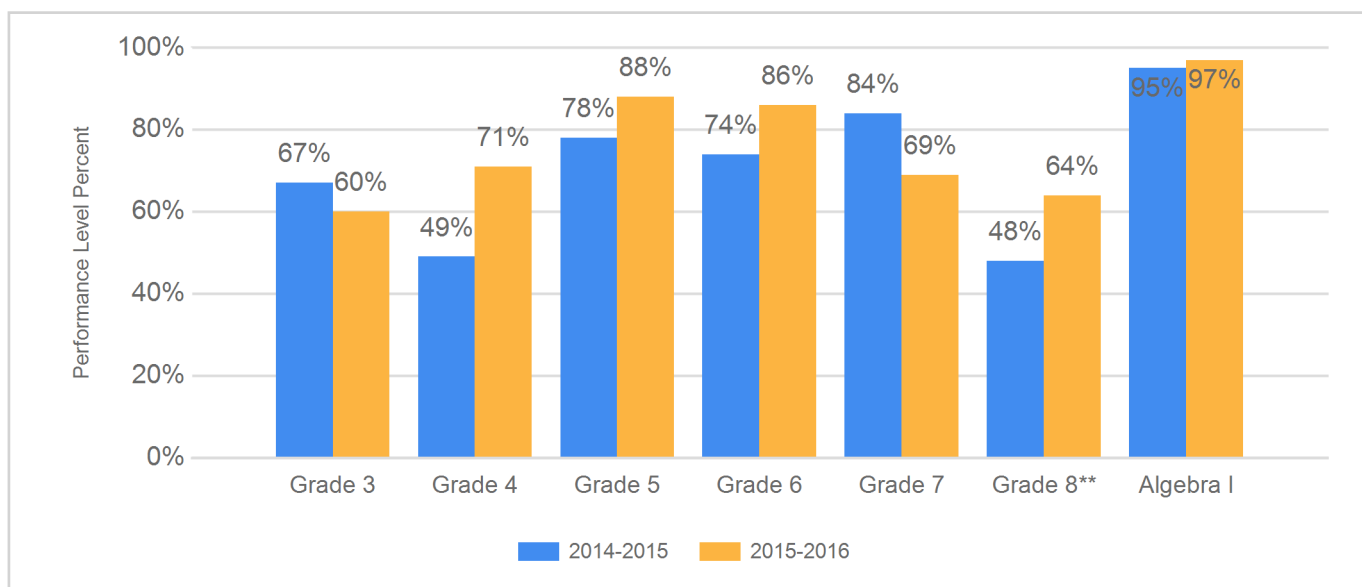
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

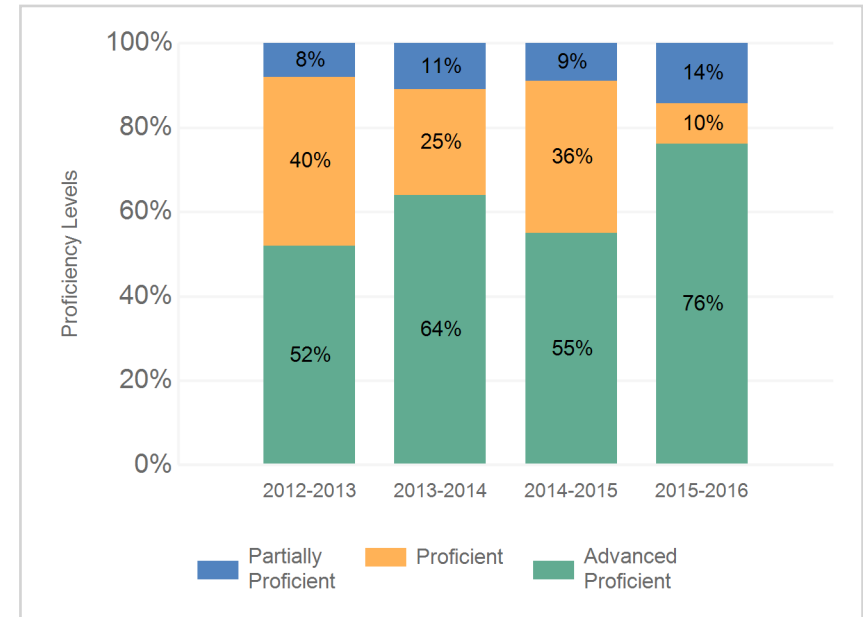
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	76%	10%	14%
White	79%	7%	14%
African American	N	N	N
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	55%	18%	27%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

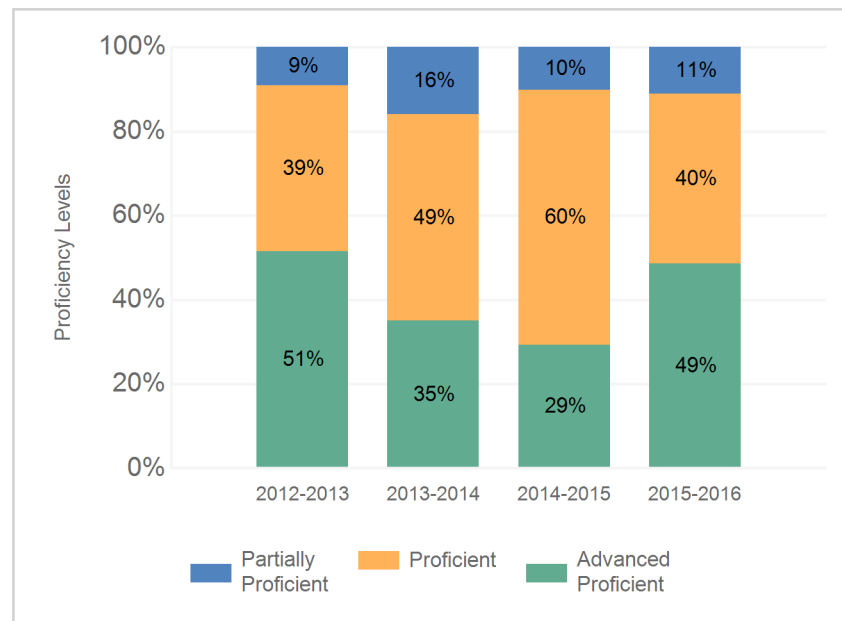
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	49%	40%	11%
White	45%	50%	5%
African American	S	S	S
Hispanic	44%	38%	19%
American Indian	N	N	N
Asian	73%	27%	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	35%	41%	24%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Nicholas Oresko #14

33 East 24th Street

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	55	48	50
Student Growth on Math	64	51	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	3%	1%	0%
Approached (L3)	7%	3%	1%
Met (L4)	23%	15%	16%
Exceeded (L5)	1%	9%	21%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	2%	0%	1%
Approached (L3)	6%	5%	4%
Met (L4)	14%	20%	26%
Exceeded (L5)	0%	5%	16%



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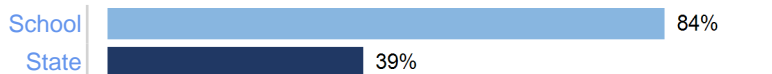
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



DANCE



VISUAL ARTS

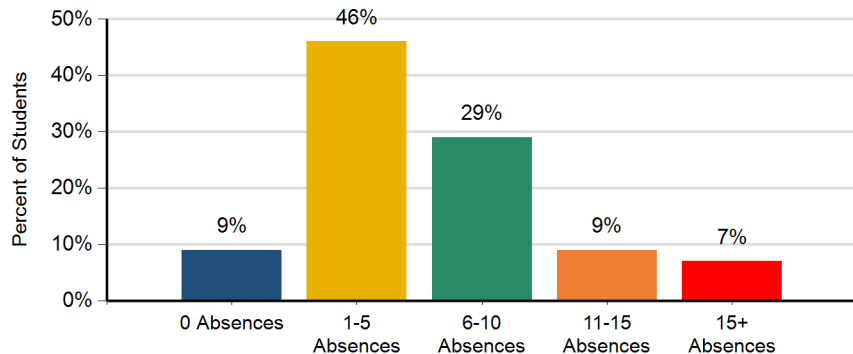


Any Visual and Performing Arts



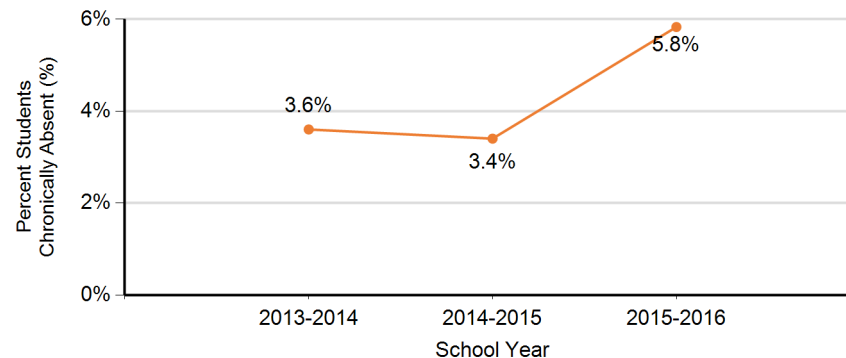
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 40 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	18:1
Administrator	446:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	2.9%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



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Philip G. Vroom #2
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

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18 WEST 26TH ST

BAYONNE, NJ 07002-3803

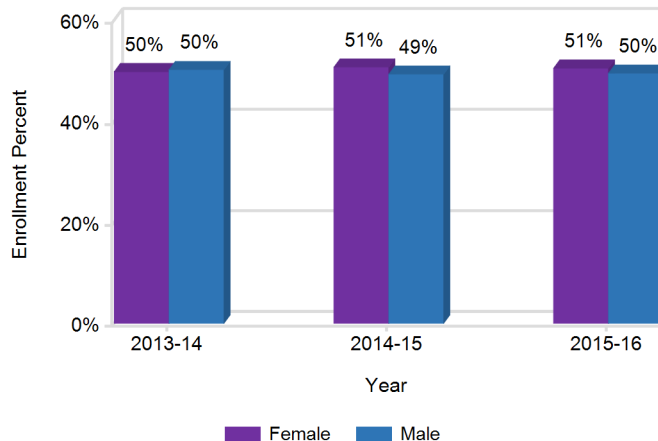
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	40	32	29
Grade KG	52	53	37
Grade 01	42	48	50
Grade 02	38	47	49
Grade 03	52	38	39
Grade 04	49	57	35
Grade 05	48	40	55
Grade 06	51	51	36
Grade 07	39	50	50
Grade 08	34	45	48
UG	27	30	37
Total	472	491	465

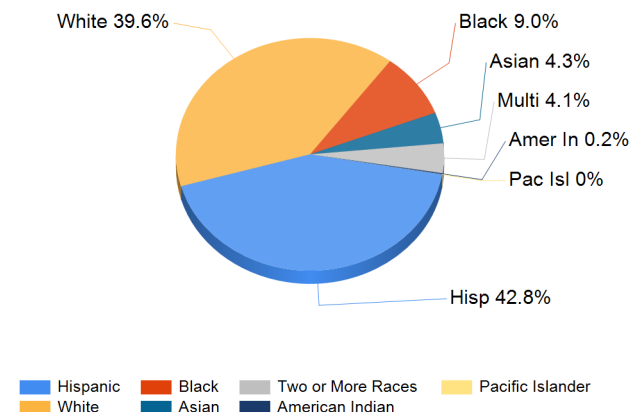
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



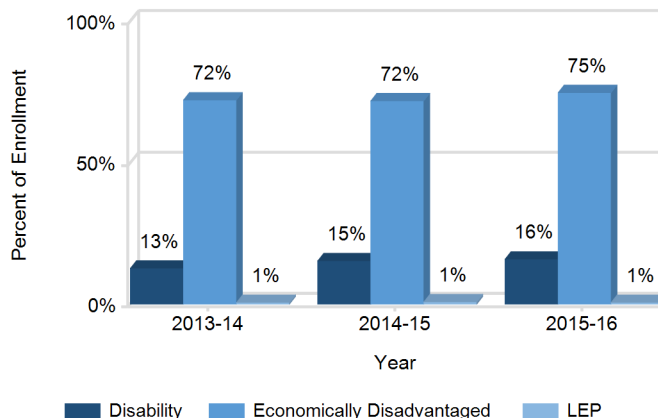
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	75.9%
Spanish	11.4%
Arabic	9.9%
Chinese	0.6%
Polish	0.6%
Other	1.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	44%	64	31
Mathematics Met or Exceeded Expectations	37%	55	31

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	275	44%	31	99%	✓	275	37%	31	99%	✓
White	113	45%	21	99%	✓	113	49%	39	99%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	112	45%	50	99%	✓	112	30%	41	99%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	47	13%	32	100%	✓	47	11%	35	100%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	192	37%	49	99%	✓	192	32%	59	99%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	39	739	735	746	3%	33%	36%	26%	3%	28%	48%
White	20	744	739	756	5%	20%	35%	40%	N	40%	58%
African American	S	S	721	727	S	S	S	S	S	S	30%
Hispanic	S	S	729	730	S	S	S	S	S	S	31%
Asian	S	S	762	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	756	753	S	S	S	S	S	S	55%
Students with Disability	S	S	696	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	25	730	729	727	4%	44%	32%	20%	N	20%	28%
PARCC MATH											
Schoolwide	39	754	743	749	3%	15%	28%	46%	8%	54%	52%
White	20	758	748	757	5%	N	30%	60%	5%	65%	63%
African American	S	S	731	730	S	S	S	S	S	S	31%
Hispanic	S	S	736	736	S	S	S	S	S	S	35%
Asian	S	S	767	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	753	754	S	S	S	S	S	S	57%
Students with Disability	S	S	710	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	25	745	739	732	4%	24%	24%	44%	4%	48%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	42	729	744	750	17%	14%	41%	29%	N	29%	54%
White	14	721	746	759	29%	14%	43%	14%	N	14%	64%
African American	S	S	732	733	S	S	S	S	S	S	33%
Hispanic	22	735	738	737	14%	5%	46%	36%	N	36%	37%
Asian	S	S	765	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	751	756	S	S	S	S	S	S	62%
Students with Disability	S	S	701	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	30	722	737	734	20%	17%	47%	17%	N	17%	33%
PARCC MATH											
Schoolwide	42	726	744	745	21%	19%	38%	19%	2%	21%	47%
White	14	722	748	752	29%	29%	21%	21%	N	21%	57%
African American	S	S	732	727	S	S	S	S	S	S	24%
Hispanic	22	731	737	733	14%	18%	41%	23%	5%	27%	30%
Asian	S	S	765	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	747	750	S	S	S	S	S	S	54%
Students with Disability	S	S	711	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	30	722	737	730	27%	17%	40%	17%	N	17%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	57	742	742	751	9%	18%	33%	37%	4%	40%	53%
White	24	746	746	758	4%	17%	42%	33%	4%	38%	64%
African American	S	S	733	733	S	S	S	S	S	S	32%
Hispanic	26	738	735	738	15%	23%	19%	39%	4%	42%	37%
Asian	S	S	755	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	747	759	S	S	S	S	S	S	63%
Students with Disability	S	S	703	723	S	S	S	S	S	S	20%
English Language Learners	S	S	701	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	41	738	736	735	12%	15%	39%	32%	2%	34%	33%
PARCC MATH											
Schoolwide	57	735	743	747	4%	30%	39%	28%	N	28%	47%
White	24	745	747	753	N	13%	42%	46%	N	46%	57%
African American	S	S	731	728	S	S	S	S	S	S	24%
Hispanic	26	729	736	735	8%	42%	31%	19%	N	19%	31%
Asian	S	S	764	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	745	754	S	S	S	S	S	S	56%
Students with Disability	S	S	715	725	S	S	S	S	S	S	19%
English Language Learners	S	S	719	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	41	732	738	732	5%	34%	34%	27%	N	27%	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	43	745	746	750	16%	14%	21%	37%	12%	49%	52%
White	17	758	751	756	12%	12%	6%	59%	12%	71%	61%
African American	S	S	740	732	S	S	S	S	S	S	31%
Hispanic	12	750	737	738	8%	17%	25%	33%	17%	50%	37%
Asian	S	S	766	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	731	755	S	S	S	S	S	S	60%
Students with Disability	S	S	704	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	31	738	740	735	23%	16%	19%	32%	10%	42%	33%
PARCC MATH											
Schoolwide	43	733	739	743	19%	21%	30%	28%	2%	30%	43%
White	17	743	744	750	18%	6%	29%	47%	N	47%	53%
African American	S	S	728	724	S	S	S	S	S	S	20%
Hispanic	12	729	731	730	17%	25%	33%	25%	N	25%	26%
Asian	S	S	761	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	731	748	S	S	S	S	S	S	49%
Students with Disability	S	S	705	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	31	726	735	728	26%	26%	23%	26%	N	26%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	54	761	752	753	6%	7%	24%	33%	30%	63%	56%
White	22	764	753	760	5%	5%	23%	36%	32%	68%	65%
African American	S	S	744	733	S	S	S	S	S	S	35%
Hispanic	22	753	746	739	9%	9%	32%	27%	23%	50%	41%
Asian	S	S	778	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	749	759	S	S	S	S	S	S	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	S	S	682	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	34	759	746	735	6%	6%	32%	24%	32%	56%	37%
PARCC MATH											
Schoolwide	54	751	740	740	4%	11%	33%	43%	9%	52%	39%
White	22	761	743	747	N	N	32%	59%	9%	68%	47%
African American	S	S	731	724	S	S	S	S	S	S	19%
Hispanic	22	741	733	729	9%	23%	32%	27%	9%	36%	23%
Asian	S	S	762	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	744	744	S	S	S	S	S	S	44%
Students with Disability	S	S	708	713	S	S	S	S	S	S	9%
English Language Learners	S	S	706	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	34	749	736	727	3%	9%	41%	41%	6%	47%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	48	743	741	753	17%	17%	23%	35%	8%	44%	55%
White	15	739	742	759	20%	20%	27%	27%	7%	33%	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	26	749	738	740	12%	15%	19%	42%	12%	54%	43%
Asian	S	S	760	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	701	715	S	S	S	S	S	S	16%
English Language Learners	S	S	694	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	38	738	735	736	21%	21%	18%	32%	8%	40%	38%
**PARCC MATH											
Schoolwide	23	723	717	726	13%	39%	35%	13%	N	13%	26%
White	S	S	723	732	S	S	S	S	S	S	32%
African American	S	S	703	712	S	S	S	S	S	S	14%
Hispanic	13	728	716	721	8%	46%	31%	15%	N	15%	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	695	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	715	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



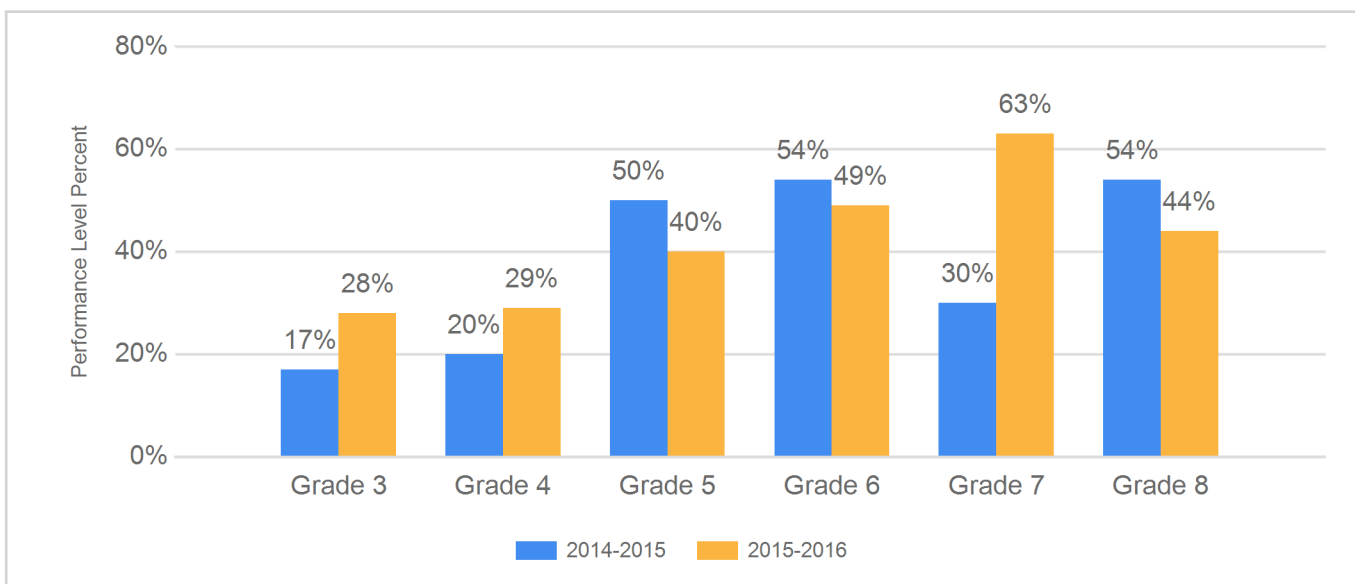
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2015-2016

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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	25	757	762	769	N	8%	32%	56%	4%	60%	41%
White	S	S	764	772	S	S	S	S	S	S	51%
African American	S	S	760	748	S	S	S	S	S	S	20%
Hispanic	13	753	756	746	N	15%	23%	62%	N	62%	25%
Asian	S	S	773	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	S	S	S	723	S	S	S	S	S	S	9%
Economically Disadvantaged Students	18	757	760	746	N	11%	28%	56%	6%	61%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



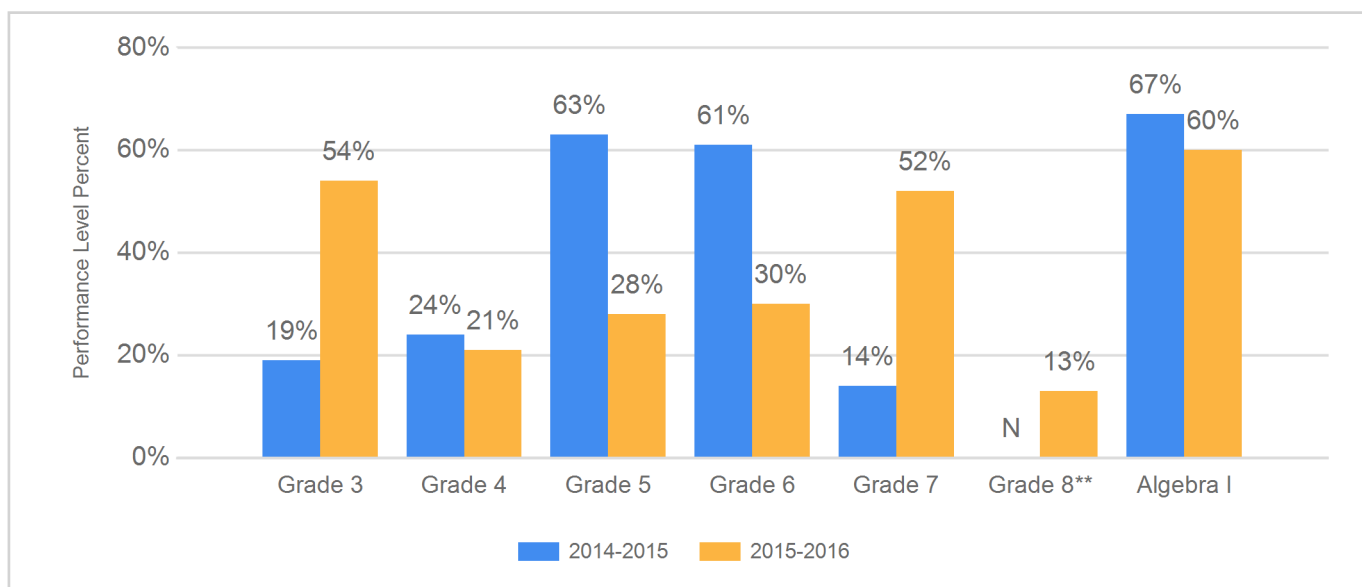
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

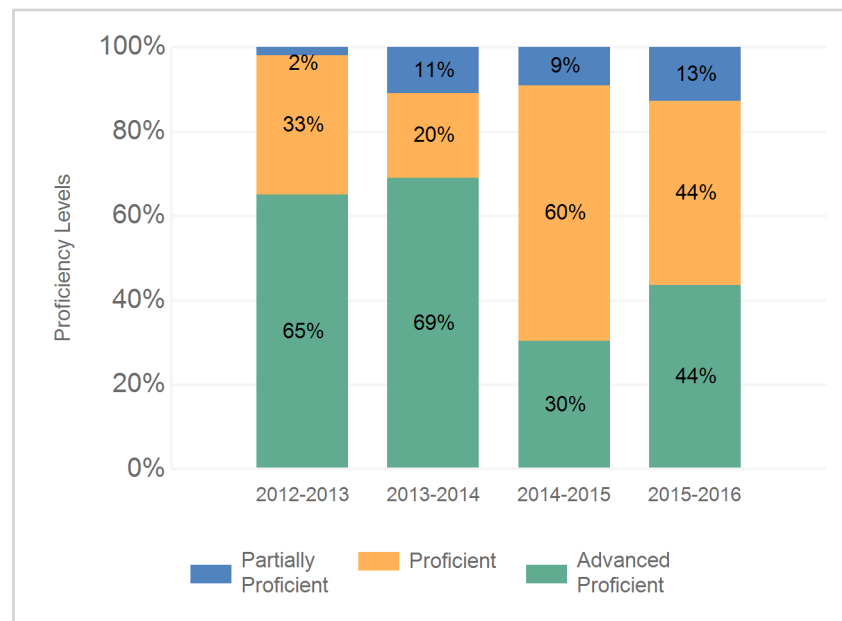
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	44%	44%	13%
White	33%	50%	17%
African American	S	S	S
Hispanic	50%	35%	15%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	41%	44%	15%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

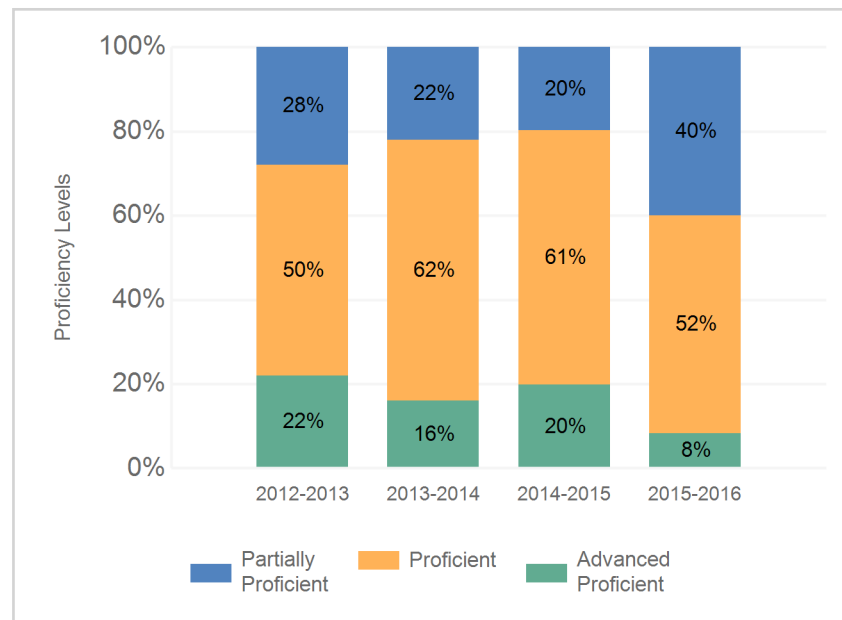
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	8%	52%	40%
White	5%	53%	42%
African American	S	S	S
Hispanic	9%	55%	36%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	N	29%	71%
English Language Learners	S	S	S
Economically Disadvantaged Students	9%	51%	40%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	51	48	50
Student Growth on Math	46	51	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	9%	3%	0%
Partially Met (L2)	8%	3%	3%
Approached (L3)	9%	10%	10%
Met (L4)	8%	9%	18%
Exceeded (L5)	0%	2%	9%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	11%	1%	1%
Partially Met (L2)	7%	10%	5%
Approached (L3)	13%	11%	11%
Met (L4)	8%	10%	11%
Exceeded (L5)	0%	1%	2%



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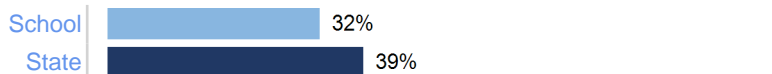
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

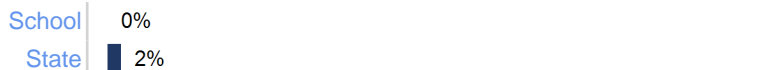
MUSIC



DRAMA



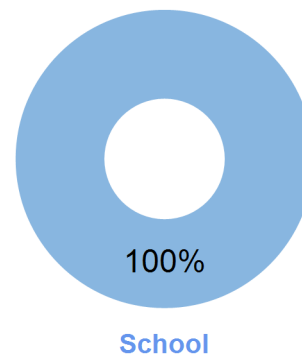
DANCE



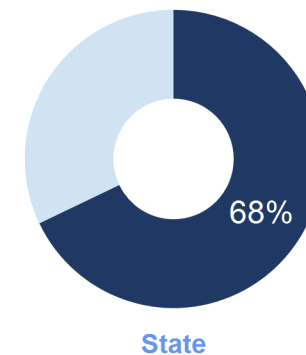
VISUAL ARTS



Any Visual and Performing Arts



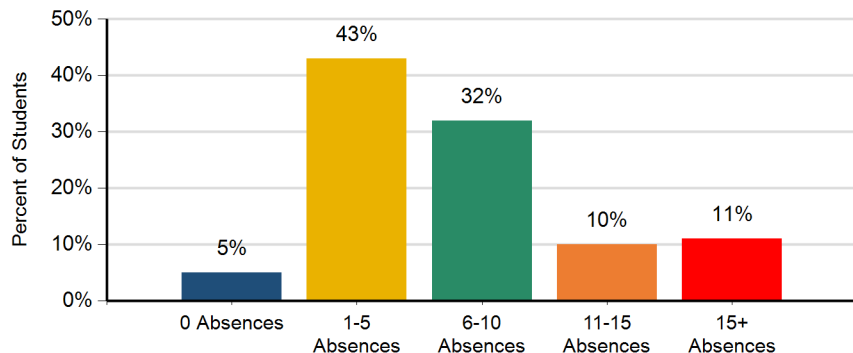
School



State

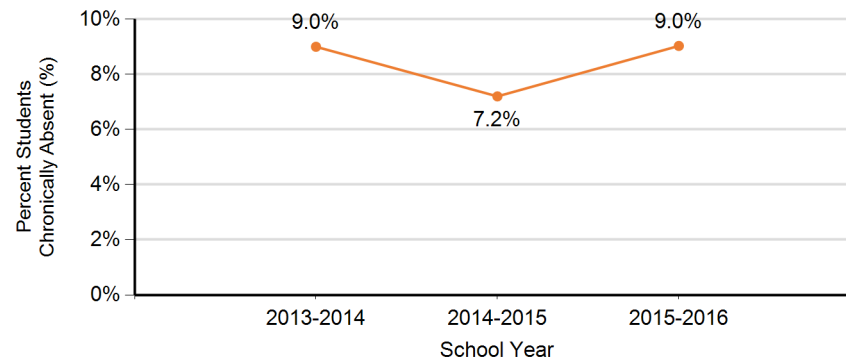
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 40 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	465:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	1.7%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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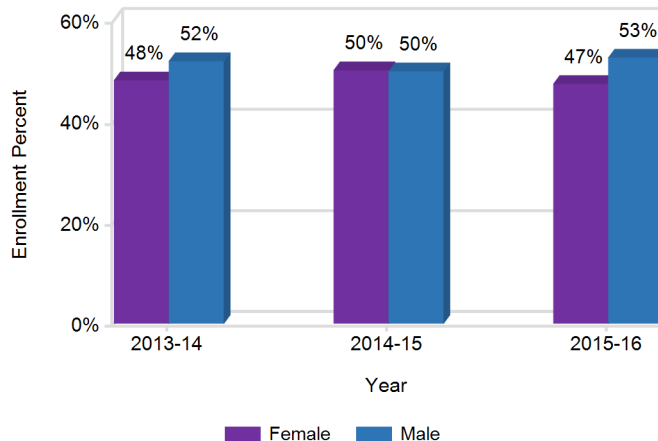
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	34	37	39
Grade KG	63	60	61
Grade 01	53	73	72
Grade 02	50	57	71
Grade 03	78	50	59
Grade 04	48	81	44
Grade 05	52	53	68
Grade 06	51	55	50
Grade 07	51	48	58
Grade 08	48	54	51
UG	129	107	113
Total	657	675	686

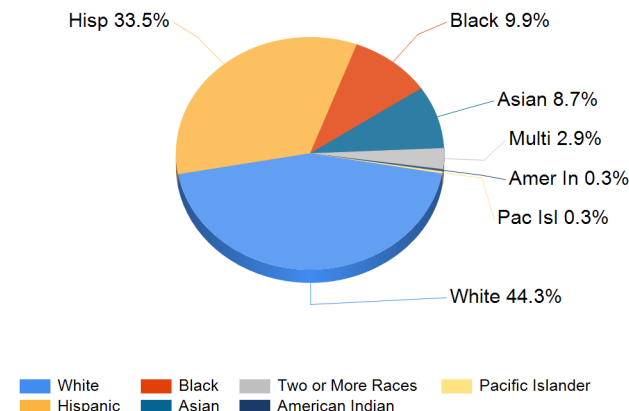
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



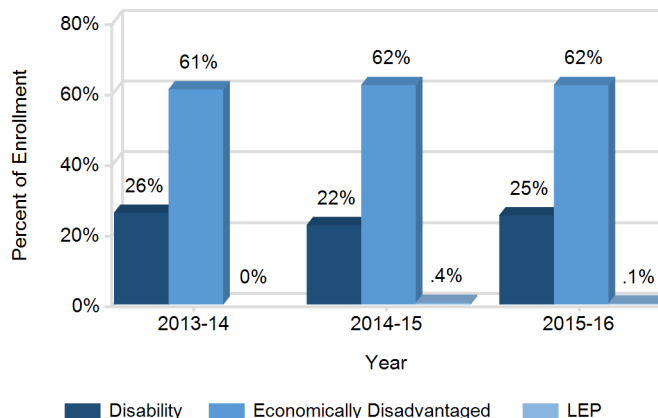
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	74.8%
Spanish	10.5%
Arabic	9.0%
Polish	0.9%
Urdu	0.9%
Other	3.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	38%	27	24
Mathematics Met or Exceeded Expectations	37%	73	34

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	375	38%	24	93%	X	375	37%	34	93%	X
White	160	40%	16	88%	X	160	36%	21	88%	X
African American	40	25%	22	100%	√	40	25%	41	100%	√
Hispanic	133	30%	28	96%	√	133	35%	52	96%	√
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	104	9%	7	92%	X	104	10%	16	92%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	221	34%	44	93%	X	221	35%	68	93%	X



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	71	723	735	746	27%	21%	28%	24%	N	24%	48%
White	31	722	739	756	29%	19%	29%	23%	N	23%	58%
African American	S	S	721	727	S	S	S	S	S	S	30%
Hispanic	25	721	729	730	24%	28%	32%	16%	N	16%	31%
Asian	S	S	762	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	S	753	S	S	S	S	S	S	55%
Students with Disability	S	S	696	718	S	S	S	S	S	S	22%
English Language Learners	S	S	S	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	45	723	729	727	31%	18%	24%	27%	N	27%	28%
PARCC MATH											
Schoolwide	71	740	743	749	16%	14%	21%	45%	4%	49%	52%
White	31	736	748	757	16%	16%	23%	42%	3%	45%	63%
African American	S	S	731	730	S	S	S	S	S	S	31%
Hispanic	25	743	736	736	12%	16%	16%	52%	4%	56%	35%
Asian	S	S	767	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	753	754	S	S	S	S	S	S	57%
Students with Disability	20	700	710	727	50%	20%	15%	15%	N	15%	28%
English Language Learners	S	S	738	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	45	741	739	732	18%	13%	13%	49%	7%	56%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	45	739	744	750	13%	24%	29%	27%	7%	33%	54%
White	19	739	746	759	16%	26%	26%	21%	11%	32%	64%
African American	S	S	732	733	S	S	S	S	S	S	33%
Hispanic	18	735	738	737	17%	17%	39%	28%	N	28%	37%
Asian	S	S	765	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	701	723	S	S	S	S	S	S	22%
English Language Learners	S	S	714	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	29	731	737	734	17%	28%	35%	17%	3%	21%	33%
PARCC MATH											
Schoolwide	45	747	744	745	2%	16%	36%	44%	2%	47%	47%
White	19	747	748	752	5%	16%	26%	47%	5%	53%	57%
African American	S	S	732	727	S	S	S	S	S	S	24%
Hispanic	18	745	737	733	N	17%	50%	33%	N	33%	30%
Asian	S	S	765	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	711	724	S	S	S	S	S	S	22%
English Language Learners	S	S	730	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	29	739	737	730	3%	24%	41%	31%	N	31%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	61	740	742	751	8%	25%	25%	43%	N	43%	53%
White	35	742	746	758	6%	29%	20%	46%	N	46%	64%
African American	S	S	733	733	S	S	S	S	S	S	32%
Hispanic	17	730	735	738	18%	18%	41%	24%	N	24%	37%
Asian	S	S	755	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	747	759	S	S	S	S	S	S	63%
Students with Disability	S	S	703	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	33	735	736	735	9%	27%	27%	36%	N	36%	33%
PARCC MATH											
Schoolwide	61	736	743	747	5%	25%	39%	31%	N	31%	47%
White	35	737	747	753	3%	29%	37%	31%	N	31%	57%
African American	S	S	731	728	S	S	S	S	S	S	24%
Hispanic	17	728	736	735	12%	18%	53%	18%	N	18%	31%
Asian	S	S	764	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	745	754	S	S	S	S	S	S	56%
Students with Disability	S	S	715	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	33	731	738	732	9%	27%	39%	24%	N	24%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	56	736	746	750	20%	11%	27%	38%	5%	43%	52%
White	18	751	751	756	11%	6%	33%	39%	11%	50%	61%
African American	S	S	740	732	S	S	S	S	S	S	31%
Hispanic	28	725	737	738	29%	14%	21%	32%	4%	36%	37%
Asian	S	S	766	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	731	755	S	S	S	S	S	S	60%
Students with Disability	S	S	704	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	36	729	740	735	19%	14%	36%	28%	3%	31%	33%
PARCC MATH											
Schoolwide	56	740	739	743	16%	11%	27%	39%	7%	46%	43%
White	18	745	744	750	6%	17%	33%	39%	6%	44%	53%
African American	S	S	728	724	S	S	S	S	S	S	20%
Hispanic	28	734	731	730	25%	11%	21%	32%	11%	43%	26%
Asian	S	S	761	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	731	748	S	S	S	S	S	S	49%
Students with Disability	S	S	705	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	36	734	735	728	17%	14%	36%	31%	3%	33%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 4H-08

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	60	742	752	753	17%	10%	27%	30%	17%	47%	56%
White	25	749	753	760	16%	8%	16%	28%	32%	60%	65%
African American	S	S	744	733	S	S	S	S	S	S	35%
Hispanic	20	723	746	739	25%	20%	25%	30%	N	30%	41%
Asian	S	S	778	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	749	759	S	S	S	S	S	S	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	30	738	746	735	20%	20%	13%	30%	17%	47%	37%
PARCC MATH											
Schoolwide	60	736	740	740	10%	20%	37%	32%	2%	33%	39%
White	25	739	743	747	12%	16%	28%	44%	N	44%	47%
African American	S	S	731	724	S	S	S	S	S	S	19%
Hispanic	20	723	733	729	15%	30%	35%	20%	N	20%	23%
Asian	S	S	762	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	744	744	S	S	S	S	S	S	44%
Students with Disability	S	S	708	713	S	S	S	S	S	S	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	30	734	736	727	13%	27%	13%	43%	3%	47%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	732	741	753	33%	12%	7%	43%	5%	48%	55%
White	22	726	742	759	46%	N	9%	41%	5%	46%	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	18	745	738	740	11%	22%	6%	50%	11%	61%	43%
Asian	S	S	760	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	747	756	S	S	S	S	S	S	59%
Students with Disability	S	S	701	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	35	728	735	736	34%	14%	9%	37%	6%	43%	38%
**PARCC MATH											
Schoolwide	S	S	717	726	S	S	S	S	S	S	26%
White	S	S	723	732	S	S	S	S	S	S	32%
African American	S	S	703	712	S	S	S	S	S	S	14%
Hispanic	S	S	716	721	S	S	S	S	S	S	20%
Asian	S	S	726	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	703	726	S	S	S	S	S	S	26%
Students with Disability	S	S	695	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	715	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



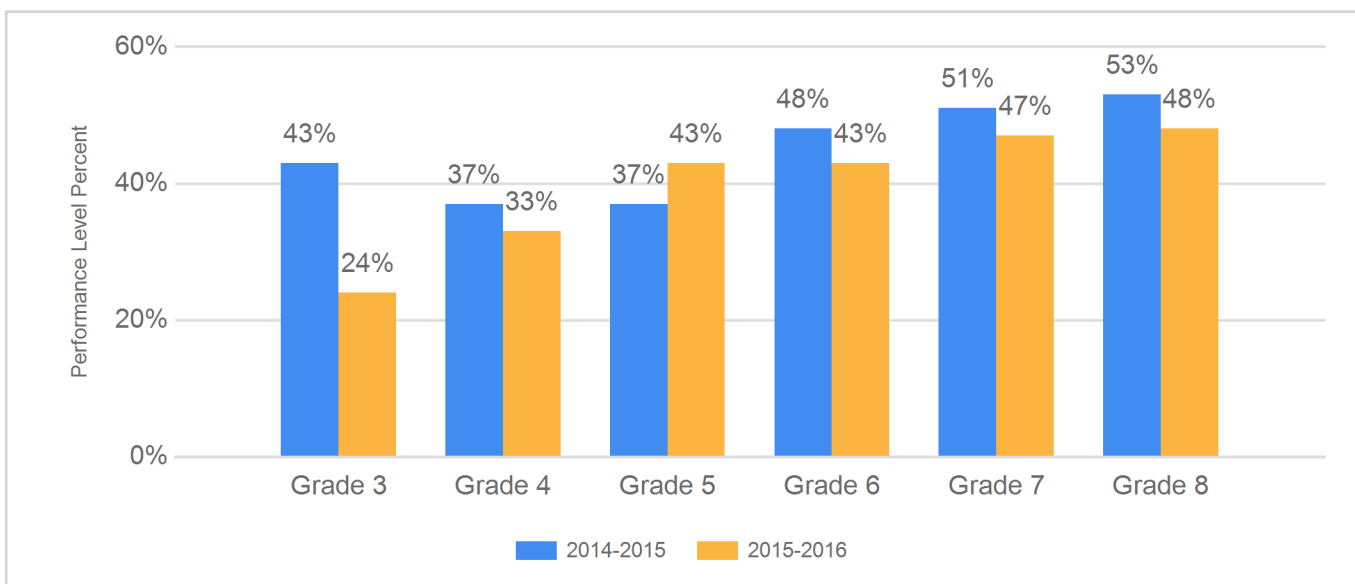
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	24	756	762	769	N	8%	29%	54%	8%	63%	41%
White	S	S	764	772	S	S	S	S	S	S	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	S	S	S	746	S	S	S	S	S	S	25%
Asian	S	S	773	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	741	776	S	S	S	S	S	S	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	11	757	760	746	N	9%	27%	55%	9%	64%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



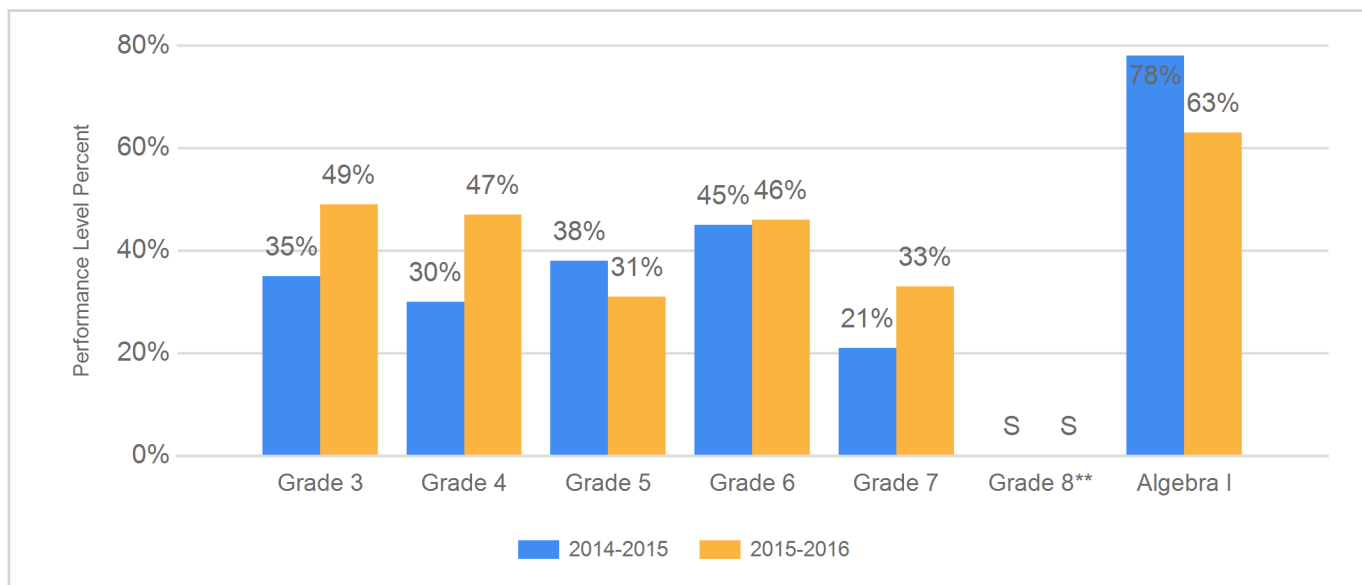
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

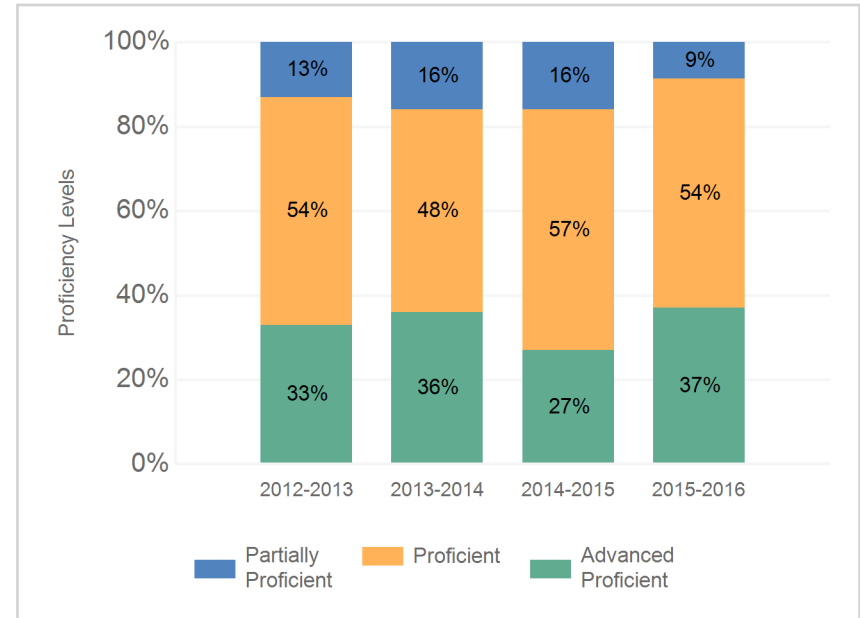
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	37%	54%	9%
White	43%	38%	19%
African American	S	S	S
Hispanic	18%	82%	N
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	22%	63%	15%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

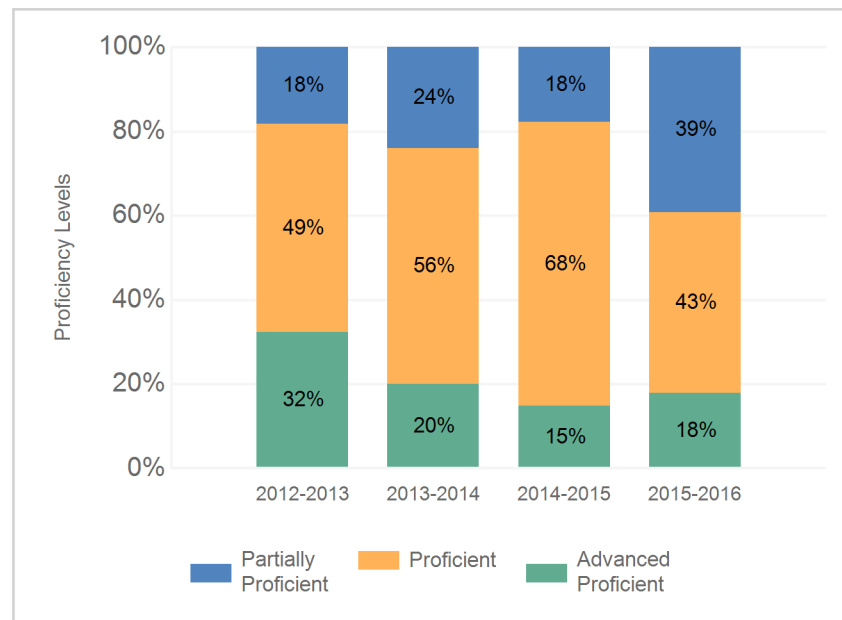
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	18%	43%	39%
White	17%	42%	42%
African American	S	S	S
Hispanic	22%	39%	39%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	11%	46%	43%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	45	48	50
Student Growth on Math	49	51	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	15%	2%	1%
Partially Met (L2)	10%	4%	0%
Approached (L3)	7%	9%	7%
Met (L4)	8%	14%	16%
Exceeded (L5)	1%	2%	4%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	9%	4%	0%
Partially Met (L2)	9%	6%	3%
Approached (L3)	9%	13%	10%
Met (L4)	6%	11%	16%
Exceeded (L5)	0%	0%	2%



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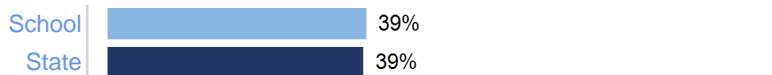
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



DANCE



VISUAL ARTS

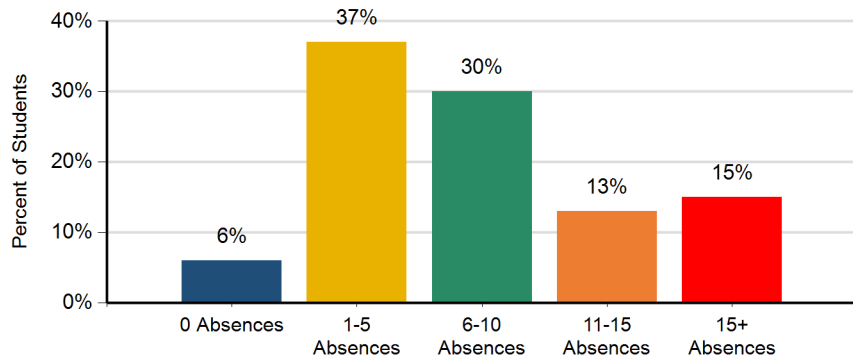


Any Visual and Performing Arts



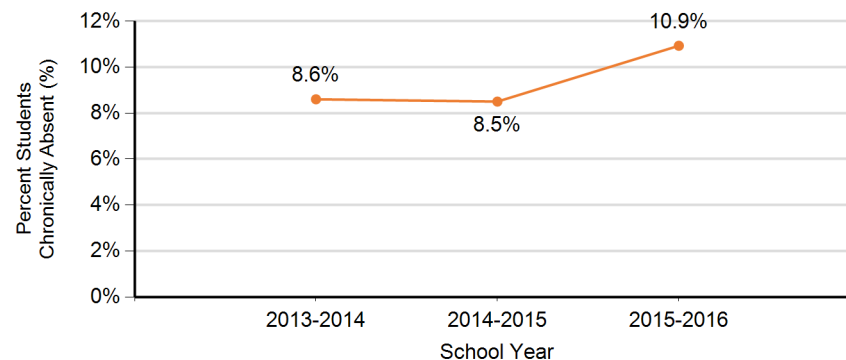
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 40 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	14:1
Administrator	343:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	1.3%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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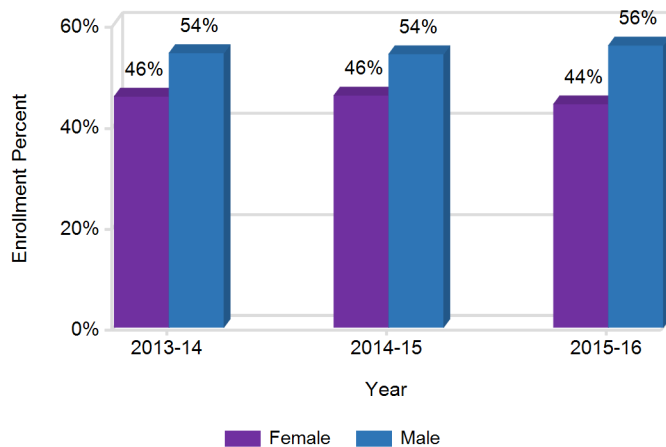
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	31	32	38
Grade KG	75	78	65
Grade 01	83	71	73
Grade 02	73	73	76
Grade 03	76	62	70
Grade 04	61	63	67
Grade 05	53	58	56
Grade 06	48	52	56
Grade 07	58	45	70
Grade 08	55	57	45
UG	68	62	67
Total	681	653	683

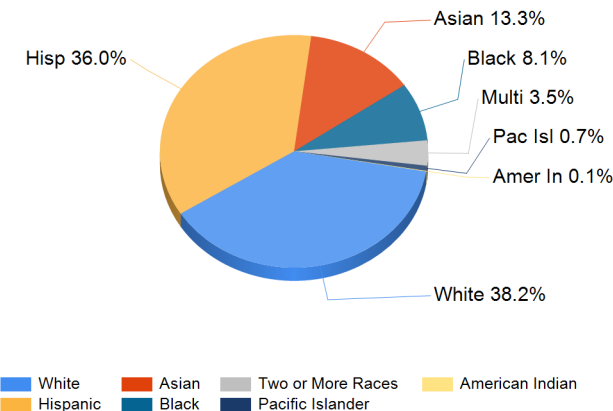
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



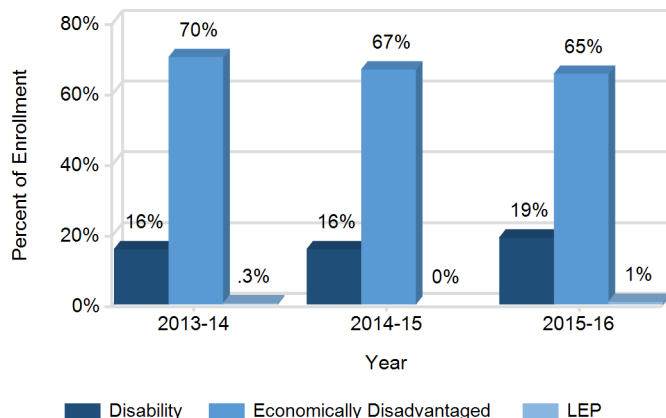
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	75.3%
Arabic	11.3%
Spanish	7.0%
Polish	1.5%
Chinese	1.2%
Other	3.5%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	48%	73	40
Mathematics Met or Exceeded Expectations	38%	64	33

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	362	48%	40	99%	✓	362	38%	33	99%	✓
White	145	47%	24	99%	✓	145	38%	21	99%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	124	41%	48	98%	✓	124	23%	24	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	53	72%	42	100%	✓	53	77%	51	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	44	16%	49	96%	✓	44	23%	65	96%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	242	44%	70	99%	✓	242	33%	60	99%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	70	743	735	746	10%	17%	30%	41%	1%	43%	48%
White	31	735	739	756	13%	23%	26%	39%	N	39%	58%
African American	S	S	721	727	S	S	S	S	S	S	30%
Hispanic	25	748	729	730	4%	20%	32%	44%	N	44%	31%
Asian	S	S	762	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	756	753	S	S	S	S	S	S	55%
Students with Disability	S	S	696	718	S	S	S	S	S	S	22%
English Language Learners	S	S	714	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	50	740	729	727	10%	16%	36%	38%	N	38%	28%
PARCC MATH											
Schoolwide	70	745	743	749	3%	19%	34%	36%	9%	44%	52%
White	31	743	748	757	N	19%	42%	32%	7%	39%	63%
African American	S	S	731	730	S	S	S	S	S	S	31%
Hispanic	25	745	736	736	N	20%	40%	36%	4%	40%	35%
Asian	S	S	767	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	753	754	S	S	S	S	S	S	57%
Students with Disability	S	S	710	727	S	S	S	S	S	S	28%
English Language Learners	S	S	738	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	50	743	739	732	4%	14%	38%	40%	4%	44%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	67	740	744	750	9%	19%	25%	43%	3%	46%	54%
White	36	741	746	759	6%	19%	25%	50%	N	50%	64%
African American	S	S	732	733	S	S	S	S	S	S	33%
Hispanic	18	734	738	737	17%	17%	33%	33%	N	33%	37%
Asian	S	S	765	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	701	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	42	738	737	734	10%	21%	29%	38%	2%	41%	33%
PARCC MATH											
Schoolwide	67	739	744	745	5%	24%	42%	28%	2%	30%	47%
White	36	744	748	752	N	17%	50%	33%	N	33%	57%
African American	S	S	732	727	S	S	S	S	S	S	24%
Hispanic	S	S	737	733	S	S	S	S	S	S	30%
Asian	S	S	765	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	711	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	42	733	737	730	7%	33%	41%	19%	N	19%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	56	741	742	751	7%	18%	34%	41%	N	41%	53%
White	22	738	746	758	9%	23%	32%	36%	N	36%	64%
African American	S	S	733	733	S	S	S	S	S	S	32%
Hispanic	16	729	735	738	13%	25%	38%	25%	N	25%	37%
Asian	S	S	755	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	747	759	S	S	S	S	S	S	63%
Students with Disability	S	S	703	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	37	737	736	735	8%	27%	27%	38%	N	38%	33%
PARCC MATH											
Schoolwide	56	746	743	747	N	14%	41%	43%	2%	45%	47%
White	22	745	747	753	N	18%	36%	46%	N	46%	57%
African American	S	S	731	728	S	S	S	S	S	S	24%
Hispanic	16	740	736	735	N	25%	44%	25%	6%	31%	31%
Asian	S	S	764	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	745	754	S	S	S	S	S	S	56%
Students with Disability	S	S	715	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	37	743	738	732	N	16%	46%	35%	3%	38%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	55	754	746	750	4%	13%	20%	53%	11%	64%	52%
White	22	754	751	756	N	23%	18%	55%	5%	59%	61%
African American	S	S	740	732	S	S	S	S	S	S	31%
Hispanic	15	754	737	738	N	7%	20%	73%	N	73%	37%
Asian	S	S	766	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	731	755	S	S	S	S	S	S	60%
Students with Disability	S	S	704	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	39	748	740	735	5%	15%	26%	46%	8%	54%	33%
PARCC MATH											
Schoolwide	55	747	739	743	2%	15%	42%	36%	6%	42%	43%
White	22	745	744	750	N	23%	36%	36%	5%	41%	53%
African American	S	S	728	724	S	S	S	S	S	S	20%
Hispanic	15	747	731	730	N	7%	60%	27%	7%	33%	26%
Asian	S	S	761	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	731	748	S	S	S	S	S	S	49%
Students with Disability	S	S	705	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	39	742	735	728	3%	21%	44%	31%	3%	33%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	71	754	752	753	4%	17%	23%	32%	24%	56%	56%
White	21	745	753	760	10%	10%	33%	43%	5%	48%	65%
African American	S	S	744	733	S	S	S	S	S	S	35%
Hispanic	33	750	746	739	3%	24%	18%	33%	21%	55%	41%
Asian	S	S	778	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	749	759	S	S	S	S	S	S	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	S	S	682	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	52	753	746	735	4%	17%	23%	33%	23%	56%	37%
PARCC MATH											
Schoolwide	71	739	740	740	7%	20%	42%	27%	4%	31%	39%
White	21	739	743	747	5%	19%	48%	24%	5%	29%	47%
African American	S	S	S	724	S	S	S	S	S	S	19%
Hispanic	33	730	733	729	12%	21%	49%	18%	N	18%	23%
Asian	S	S	762	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	744	744	S	S	S	S	S	S	44%
Students with Disability	S	S	708	713	S	S	S	S	S	S	9%
English Language Learners	S	S	706	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	52	737	736	727	8%	23%	40%	23%	6%	29%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	45	745	741	753	7%	22%	29%	31%	11%	42%	55%
White	12	747	742	759	17%	17%	8%	50%	8%	58%	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	19	738	738	740	5%	26%	47%	11%	11%	21%	43%
Asian	11	753	760	780	N	18%	27%	46%	9%	55%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	747	756	S	S	S	S	S	S	59%
Students with Disability	S	S	701	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	30	742	735	736	10%	27%	23%	30%	10%	40%	38%
**PARCC MATH											
Schoolwide	S	S	717	726	S	S	S	S	S	S	26%
White	S	S	723	732	S	S	S	S	S	S	32%
African American	S	S	703	712	S	S	S	S	S	S	14%
Hispanic	S	S	716	721	S	S	S	S	S	S	20%
Asian	S	S	726	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	695	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	715	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



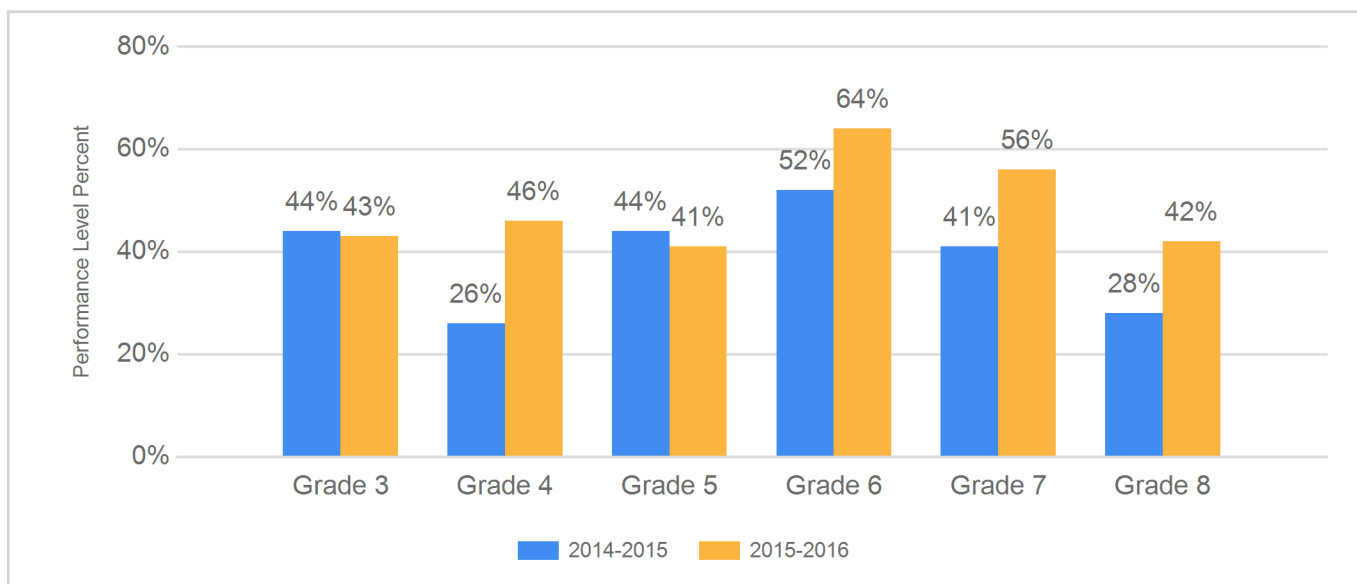
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	17	766	762	769	N	N	6%	88%	6%	94%	41%
White	S	S	764	772	S	S	S	S	S	S	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	S	S	756	746	S	S	S	S	S	S	25%
Asian	S	S	773	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	741	776	S	S	S	S	S	S	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	11	763	760	746	N	N	9%	91%	N	91%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



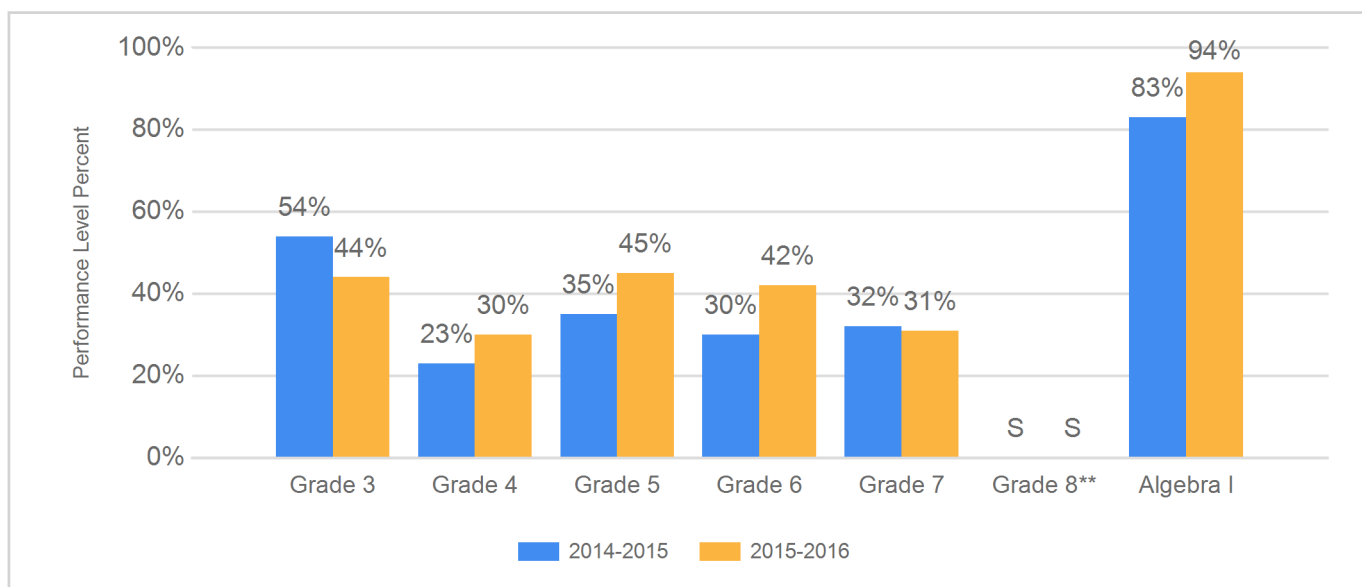
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

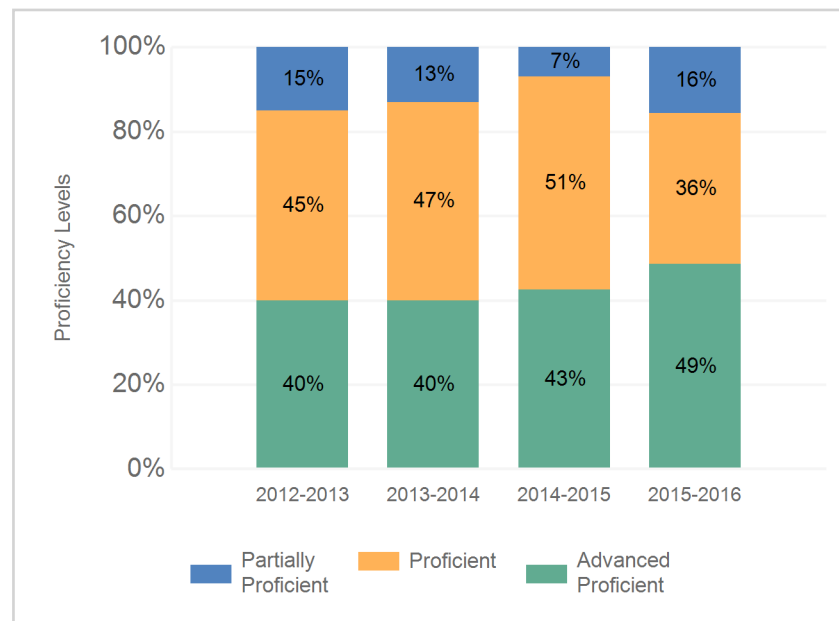
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	49%	36%	16%
White	65%	23%	12%
African American	S	S	S
Hispanic	29%	58%	13%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	49%	37%	14%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

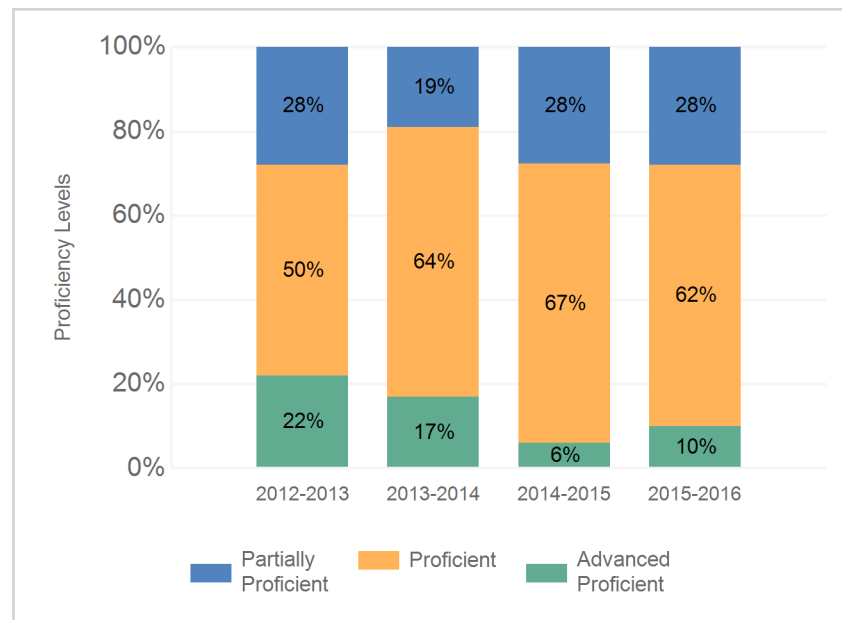
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	10%	62%	28%
White	21%	50%	29%
African American	S	S	S
Hispanic	N	57%	43%
American Indian	N	N	N
Asian	18%	82%	N
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	12%	58%	30%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	48	48	50
Student Growth on Math	44	51	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	0%	0%
Partially Met (L2)	9%	6%	2%
Approached (L3)	12%	6%	6%
Met (L4)	10%	13%	20%
Exceeded (L5)	0%	2%	9%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	1%	0%
Partially Met (L2)	12%	4%	4%
Approached (L3)	15%	15%	10%
Met (L4)	8%	8%	16%
Exceeded (L5)	1%	1%	1%



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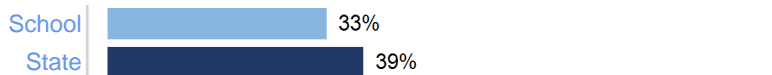
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BAYONNE, NJ 07002

Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



DANCE



VISUAL ARTS

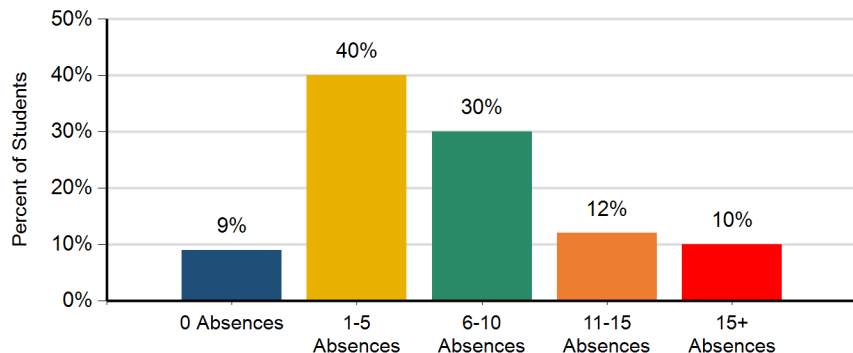


Any Visual and Performing Arts



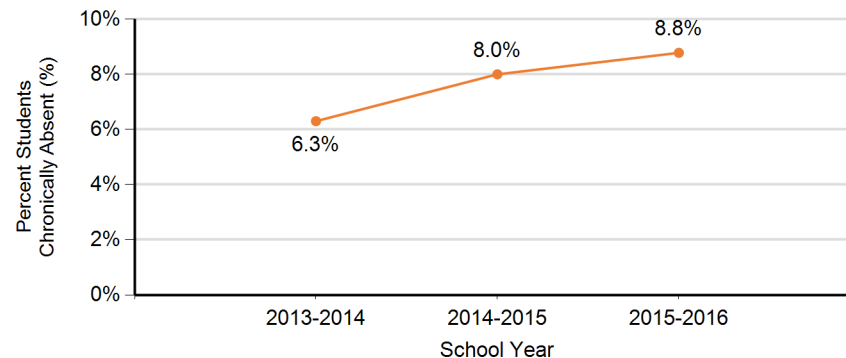
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span 3H-08

17-0220-130

HUDSON

BAYONNE CITY

Woodrow Wilson #10

101 WEST 56TH STREET

BAYONNE, NJ 07002

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 40 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	683:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	4.1%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%